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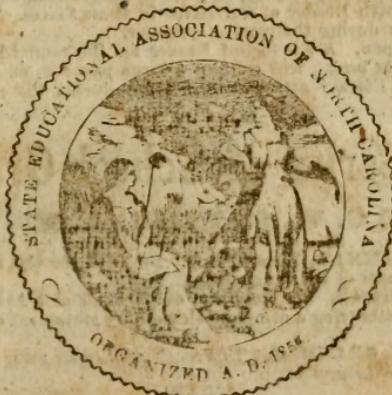
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THE TEACHER'S REWARD.

Every occupation has its object, every enterprise its design. The accomplishment of that object, the realization of that design, brings to the actor, or designer, a sufficient reward. The object may be simple or complex. The actor may look at a single point in the great landscape of human action and human results, or, like the master painter, he may so minutely investigate every point and every line, and so accurately represent, as to cause to leap forth from the canvass a grand representation of the great original. He may be absorbed with a single feature, or he may, like the renowned sculptor, select the beauties and perfections of many, and blend and harmonize them all in one thus presenting the ideal model of beauty and perfection.

This largeness of view and comprehension of vision is peculiarly fitting him who assumes the responsible relation of mental and moral instructor. It is essential for his encouragement in the midst of his toil of body and of brain. It is necessary in order that he be prepared to utter, in spirit, and as the true sentiment of his own heart, the language of the painter, "I teach for immortality." Let him then take his prismatic mind, and hold it up to the light that falls upon the future of his professional life, that he may analyze the colors and mark their spectral bounds; then let him take the prism of the heart, and again blend them all in one pure, stainless ray, that may lend its light through time, and shine on, undimmed, to guide the spirit to its ultimate reward, its immortal home. If the teacher look intently at a single ray the eye will grow weary from want of variety, and the heart falter and faint amid its labors and toils. Gold cannot furnish the needful stimulant; silver cannot lure on the soul to noble, manly action, though it were counted by thousands, for it is earthly and perishable. In order fully to reward and satisfy, the return must bear some resemblance or

analogy to the work performed. As well may we expect the spirit that is about to cross the shores of mortality to be satisfied with the glitter of earth as the genuine teacher's heart to rest content, or feel fully rewarded by the reception of the nominal price of services rendered. But here the teacher need not look, for the average salary is by no means proportionate to the actual physical labor performed. The girl that stands behind the loom, and watches the rolling out of cotton in the form of muslin with which we are clad, receives a greater material compensation than the lady that stands behind the desk to watch the incoming of the rugged urchin and outgoing of the polished youth. The young man that beats the pegs into the boots and shoes that are to clothe the feet of his fellows receives more in dollars than he who drives, by milder means, the principles of science and virtue into the minds and hearts of those who are to adorn their nation's page by noble deeds, enrich their mother tongue with thoughts that breathe and words that burn, and shine as lights in a benighted world.

Were gold the teacher's god he soon would cease to worship at its shrine, for too insignificant would it appear to deserve the mind's veneration. If not here, where shall the teacher turn for his reward?— His is a compensation received long after the work has been performed. True, he has a foretaste in passing through the trials of pedagogic life, just enough to keep up his spirits with the aid of the prospective. He witnesses his own mental development, and finds himself rising to the dignity of noble manhood. Ignorance is yielding to the light of truth and to the force of investigation. The heart is being schooled, and the passions are being brought into subjection to reason, under the control of judgment. Thus, by teaching others, he teaches himself the great practical lessons of life. He grows wiser and becomes better, gradually approximating to the perfection of his nature. This consciousness of progress is among the higher rewards that fall to that heart, that is longing for the fulfillment of its destiny.

But there are, to the teacher, external as well as internal sources of satisfaction. He goes forth to his labors like the industrious farmer in Spring-time; he breaks up the ground, and sows the seed; then for a season he waits, when lo! up springs the seed he has sown, delighting the eye and cheering the heart. So with him who sows the seed of knowledge and truth in the virgin soil of the human breast. In the early spring of mortal existence he applied the agencies which are to break up and mellow the soil, preparatory to the implanting of the principles which are to act as leaven in molding the heart and directing the intellect upward toward the noble and the true. Is there no satisfaction, no reward to the teacher, as he beholds the outshining of the man,

the uprising of the divine? Does his heart remain unmoved as he witnesses the breaking away of the incrustations of ignorance, and the outleaping of the pearl which hitherto lay imbedded within? As he traces along the years of the life of his pupil does not his heart throb with emotion as he sees here a bud and there a flower adorning the stalk of human nature? Does he continue unmoved as he beholds the former little boy of his flock, now standing up in the dignity of his nation's capital, and with the voice of eloquence pleading the cause of right and humanity against wrong and oppression? Does his heart not burn within him as he beholds the child of poverty, now a polished shaft in the quiver of the Almighty, sent forth by the power and influence of grace to proclaim liberty to the captive and the breaking of the chains of nations bound by superstition and shrouded in thickest darkness? Who will say that this is not among the cheering rewards of our professional life? True, the zealous teacher may go down to his grave long ere the day of maturity; nevertheless he lives long enough to see the germination and upward direction. But this is not all. The good teacher must be a good christain. If his life has been fashioned after the model presented by the Great Teacher, then, when he is passing down the declivity of life, and is conscious that the bearing of his lessons has been toward the higher life, he will enjoy a satisfaction richer far than all earth's perishable treasures. He has used the true Archimedian lever, and upward has he raised the world by the application of his power to a higher and purer standpoint.

At length his work is done, his last lesson has been given, and he is about to receive his highest reward from the hands and lips of him who saith "Inasmuch as ye have done it unto one of the least of these ye have done it unto me; enter thou into the joy of thy Lord."

CHARITY AMONG TEACHERS.

"Charity suffereth long and is kind, charity vaunteth not itself, is not puffed up, doth not behave itself unseemly, is not easily provoked, thinketh no evil." What a beautiful picture is this. How the crowning excellence adorns human character. Nothing appears more beautiful in all the duties and relations of life. The charity that "envieth not and seeketh not her own,"—the beautiful economy of human happiness.

Yet I know a teacher who seldom speaks well even of any teacher but himself. He is a great critic on every system of teaching. He

speaks only of the faults of our educational system. He is continually chiding the fraternity for their want of zeal and efficiency. He misconstrues words, motives and actions. He is not cordial with his fellow teachers. He sees in them insincerity and indifference. When this man sees his fellow rising by dint of hard labor and perseverance, the emotions of envy arise in his bosom. He much prefers to seize upon the foibles and magnify them, than to praise him that doeth well. He is quite certain that the reputation is not well founded, it is a precarious superstructuae. This grumbler does not work cordially with any body else. His faith is weak in regard to the efficiency of the efforts of certain teachers and educators. He can not approve such measures. He has a finely spun theory of his own, which is precisely adapted to the wants of the times, and he is much surprised that his theory is so little appreciated. He can have no patience with systems of teaching that differ so widely from his own. He utters wholesale criticisms upon authors that do not incorporate his peculiar ideas of scientific propriety. His *system*, of course, is right.

It is evident that this man does not come up to the standard of perfect charity. And this is only a representative man. I trust the class is not very numerous. But, viewed from certain stand-points, it is very evident that charity is a stranger guest among certain circles of teachers. And how this cripples the efficiency of the educational system. How it lowers the real dignity of the teacher's calling. There seems to be no apology for this. That ignorant and uncultivated minds should want the crowning grace of charity is no wonder. We can not well expect light in the midst of darkness. But it is unpardonable in him who is really competent to lead the youthful mind in the pathway of knowledge. Shall he permit himself to become a prey to the viler emotions of human nature? Shall he fail to practice what he should teach to others? Shall he step down from the high theater of his duties and squander his efforts in lower spheres?

The hands and hearts of teachers and educators should be closely joined. They can not afford to indulge in uncharitable feelings and efforts. Their work is a great work. It needs the united strength of every hand that can aid. How beautiful is charity, and where more beautiful than among a company of teachers? True charity is not incompatible with just criticism. But criticisms are not to be introduced at the mere bidding of a desire to *seem* critical. Forbear your criticisms until the right time and place. Put the most favorable construction upon the actions of your fellow teachers. Be as eager to receive as to give counsel. And "with what measure ye mete it shall be measured to you again."

A CURIOUS FACT IN REGARD TO COTTON.

Many years ago, the senior editor of this paper was informed by his venerable and hereditary friend Samuel Maverick, Esq., of Pendleton, that when a boy, as clerk in the house of his uncle, Mr. William Turpin, of Charleston; he assisted in packing the first bag of cotton ever sent to Liverpool from the United States. Mr. Maverick is still living, and we now export some two millions of bags of cotton every year! The cotton packed by Mr. Maverick was put up in the seed! This was long before Whitney's invention of the cotton gin. The consignee of this lone bag of cotton informed the house of Wadsworth & Turpin, that he could not sell it! that it was valueless! and advised them to send no more! How little this faithful factor saw into futurity! If any one had said to him, that in less than seventy years, and during the life-time of the boy who had packed that very bale of cotton, millions and millions of bags would be annually sent across the Atlantic for sale in England and France, he would have pronounced him a madman or a fool. But it has been done, and cotton has become the great means by which civilization is to spread over the earth. The cheapness of cotton fabrics has taught the savage to cloth himself and exercise industry, in obtaining the means of purchasing this comfort and evidence of civilization. Millions of human beings are employed in the cultivation of cotton, hundreds of thousands in its manufacture, and the whole world are clothed in it. This too, has happened in the lifetime of one man still living!

In connection with this matter, we will state another curious fact in relation to the invention of the cotton gin. Some years after the Revolutionary war, the father of Governor Forsyth, and some other gentlemen, who had been in service with General Greene, went to pay his widow a visit in the neighborhood of Sayannah, and whilst there, were speaking of the value and importance of cotton; if there was any machinery for picking out the seed. This operation was then performed entirely by hand. Mrs. Greene immediately said that there was then in her house a young man who seemed to possess great mechanical talent, and she had no doubt he could construct some machine for that purpose. Young Whitney was then introduced to the company. He had never seen the cotton plant, but immediately began to think about the invention. In a short time he constructed a model gin; but it wanted some power to throw the cotton, as ginned, from the seed. This, Mrs. Greene herself suggested, by using her fan for that purpose. The machine was then completed. Mr. Whitney received from South Carolina fifty thousand dollars for his patent in this State. He spent it,

as it is said, in suits brought against a multiplicity of persons, who infringed his patent in other States. Like all the great benefactors of mankind, he has been paid in fame after his death.—*Greenville, S. C. Patriot.*

FICTION.

Much needless prejudice exists in the world, against fiction as a vehicle for the conveyance of truth. The Church has almost universally raised her voice against it. The good have conscientiously opposed it, because it has been made to minister to depravity and godlessness.—There are others whose natures are so angular they can perceive no beauty in the most exquisite sentiment—in the finest effusions of the imagination, unless it is matter of fact. Like the mathematician to whom was read “Paradise Lost,” they will ask, “What does it prove?” The mass of fact measures their appreciation and meed of praise. To such, of course, the most fervid appeal for fiction would be powerless. And, because fiction has been made a panderer to vice—turned from a means of development into an instrument of destruction, is it to be unjustly condemned? Those vile, low compositions laden with moral pestilence, appealing to the basest passions of the heart, vitiating and inflaming the imagination until the whole soul is blackened and burned with unhallowed fires, which find their way into our homes and corrupt our youth, must not be taken as the type of fictitious literature.

Parental care cannot be too severely scrupulous in the suppression and banishment of such from the home sanctuary. Fiction has a noble office to perform. It has to do with a faculty of the soul not less important than the reason—the Imagination. Its craving is ever after the ideal. It does not confine itself within the sharply defined boundaries of the actual—is not content to tread the prosaic beaten ground of the ascertained, but roves in realms of its own creation—spiritual, unseen, tangible to the soul’s inner vision,—peoples it with forms of unutterable grace and beauty, sees and hears the most entrancing sights and sounds. To purify, to chaste the imagination is the true province of art; and fiction is to be its constant and powerful ally.

Ideal characters, whose thought and action are replete with the loveliness of Truth, Justice, and love, who invest human nature with a grandeur and glory not actually seen, yet to be earnestly striven for—whose lives are a complete exhibit of self abnegation, magnanimity, heroism, and a triumph of Right and Goodness over Wrong and Sinfulness, can not fail to affect and determine rightly the sensibilities and the executive messages of the will. If such characters are portrayed, we ask not whether they are real or ideal, the effect upon us is the same. And if

fiction be thus employed, be made to gratify the intellectually and morally beautiful, lifting the soul from the sensuous to the spiritual, presenting to the imagination the loveliest conceptions and creations, it is a forceful means for human good. A pathetic and gracefully told story, has often effected more good than oft plied entreaties and numerous sermons. The blessed Saviour, in the apt and striking parable illustrated and enforced as he could in no other way, the lesson of heavenly truth. The choicest and boldest allegories, similes, and metaphors are used by the sacred writers. Heaven has consecrated the use of fiction to the spiritual and highest good of the race.

In childhood, the imagination predominates. Reason has not yet borne her kingly sway.

If truth is to make an impression upon the heart, and the graces and amenities of a true manly and Christian life are to be bred and nurtured in the youthful soul, it cannot be done by logic, by formulas of faith, by cold abstract teachings. It must be done by enlisting the emotional nature, by personifying truths and excellencies as living, acting beings. Stories are the sermons for children. Good wholesome fiction they demand, and it is a serious error not to grant it.

PRAY SIR, WHO ARE YOU?

The celebrated and eccentric Dean Swift was very much opposed to extravagance in dress. He particularly disliked to see persons in humble life try to ape the dress of those above them. The following instance is given of the way in which he reproved this folly in a person whom he really esteemed.

The Dean had been publishing some of his works in London. A printer, by the name of George Faulkner, had been getting subscriptions for these works; and he called to pay his respects to the Dean, and tell him how he was getting along. Before doing this, however, he dressed himself up like a fashionable gentleman of those times, with a long waistcoat covered over with lace, a great powdered wig, and other follies. Swift saw him coming up to his house, and knew him in a moment, but resolved to teach him a lesson. He pretended not to know him, and received him with as much ceremony as if he had been an entire stranger.

"And pray sir," said he, "what are your commands with me?"

"I thought it was my duty, sir," replied George, "to wait on you immediately on my arrival from London."

"Pray sir, who are you?"

"George Faulkner, the printer, sir."

" You George Faulkner, the printer!—Why, you are the most impudent, barefaced fellow for an impostor I ever met with! George Faulkner is a plain, sensible man, and would never trick himself out in lace and fopperies as you have done. Leave my house this instant, sir, or I will have you sent to prison as an impostor."

Away went George as fast as he could. He was mortified exceedingly. But having put off his finery, he went back to the deanery in his usual dress, and was received with the greatest kindness.

" My friend George," said the Dean, " I am very glad to see you safe returned from London. Why, would you believe it? there was an impudent fellow here awhile ago, decked out in a lace waistcoat like a fine gentleman, who wanted to pass himself off for you. But I sent him out a good deal faster than he came in, I assure you."

THE DIGNITY OF LABOR.

There are some persons in this world whose ideas of dignity are of the very lowest description. They despise, or, at least, affect to despise manual labor, and they talk in a somewhat scornful manner of the operative mechanic, as if he were an inferior being in comparison with the merchant and the lawyer. In the very highest sense, the operative mechanic, when an intelligent and honest man, stands as high in the scale of dignity as the wealthiest merchant, lawyer, banker, or professional man to be found anywhere. There was a time when the mechanic was without an advocate in the paths of literature, but these days are gone past, forever, and the most eloquent writers of the age have given utterance to some of the finest sentiments ever published on this subject. The following from Ruskin, the most poetic writer on art that ever lived, are as truthful as they are beautifully expressed.—In his Stones of Venice he says: " We are always, in these days, endeavoring to separate intellect from manual labor; we want one man to be always thinking, and another to be always working; and we call one a gentleman, and the other an operative; whereas, the workman ought often to be thinking, and the thinker often to be working, and both should be gentlemen in the best sense. As it is, we make both ungentle, the one envying the other, despising his brother; and the mass of society is made up of morbid thinkers and miserable workers. Now it is only by labor that thought can be made healthy, and only by thought that labor can be made happy, and the two can not be separated with impunity. It would be well if all of us were good handicraftsmen of some kind, and the dishonor of manual labor done away with altogether."

MONOTONY OF SCHOOL EXERCISES.

All teachers have felt this creeping shade of depression and enervation, which naturally results from a regular order of exercises in the school-room. The teacher is not alone the sharer of this incubus of monotony; the same is both felt and acted in the person and spirit of the pupil. This is the rock upon which so many of the craft are ruined. This with that other, and not less dispiriting cause, the departure of a class of mind that held the front rank in the school-room, upon whose characters, the teacher has given the last stroke of his skill, ere crossing the threshold to struggle in life's battle. With them too often goes the life, the energy and the courage of the teacher. Having smoothed the rough boards of their minds, and fitted them for their position in the social fabric, he feels disheartened as a new supply of the rough material rolls itself up before him for the same care, handiwork and burnishing process as before. The mind, upon which any one of these causes so operates, as to discourage and unfit it for labor, needs to look well to the nature of things, and see if there is not a remedy for this evil, which loses to the profession many of the noblest, and most successful of workmen. We think that the cause lies in the fact, of keeping within the narrow limits of instruction, and not enriching and amassing intellectual wealth—current truths connected with every branch we teach—to be imparted as freely as obtained. In so doing, we invigorate our own thoughts; keep in constant expectancy, the minds of those we instruct, and dispel wholly that appalling cloud of monotony, so begrimed with gloom and despair. Every task should be made a living embodiment, a real life, created anew, stripped of formality and dull verbiage. To effect this, the teacher must be an eclectic, a gleaner, a kaleidoscope, turning up new shapes and beauties at all hours in the day. Let us do this, and the flickering shadows of monotony will be lifted, and an intellectual sunlight will be felt reciprocally by both teacher and pupil.

A PLEASANT SCHOOL-ROOM.

It is eminently desirable that the school-room should be pleasant.—Not only should it be large, airy, neat, well supplied with furniture, well warmed, and well ventilated, but no reasonable effort should be spared to make it pleasant by a pervading spirit of cheerfulness and content. So will every teacher say, and so will every intelligent parent. So every pupil wishes, at least for himself. Still, neither of these always pursues a course that is likely to secure the desired result.—How can the school room be made pleasant? is ther

which many a teacher would be glad to see so clearly solved as to be able to avail himself practically of the result. I can promise no such solution. All that I shall attempt will be to present a few statements, rather by way of suggestion than authority, which I think the general experience of teachers will sustain.

The school room can not be rendered pleasant by yielding to the whims and caprices of scholars. Nothing breeds discontent sooner than weak and injudicious indulgence. Scholars that are indulged in what is unreasonable will scarcely fail to grow more unreasonable in their demands continually. Their appetite is sharpened by gratification like that of hungry wolves by the taste of blood. From the exhibition of a spirit that asks for favors, they soon pass to the exercise of that which clamors for indulgence as their right. They become impatient of restraint and angry at denial. Their school rooms may be fitted up with elegance, and may be supplied with every reasonable thing for their comfort and convenience; yet, if denied the precise location they may chance to fancy, they will regard their situation far more uncomfortable than that afforded by the rough, four-legged slab of thirty years ago was regarded by some of us, whose feet used to dangle there because the dimensions of our natural supports were not consulted by those who constructed artificial ones for our accommodation. Some of us have many a pleasant recollection of the good old time—for good old times they were—when we used to admire, and almost envy some “big boy” who could stand on tip-toe and touch the crumbling plaster overhead, and “wonder” if we should ever grow to be so tall and clever. Many a pleasant hour have we spent in the old school house, where, small as was its capacity, we shivered near the walls, and sweltered near the blazing fire. There we were not even tempted to dream of luxury.—We had nothing to suggest it. We learned self-denial from necessity, and were made happier by its exercise, as we ever have been since.—Circumstances compelled us to be considerate of each other’s wants, and we were rewarded by the reflex influence of a benevolent spirit.—Selfishness is clamorous, exorbitant, insatiable. The school room where it rules can never be a pleasant one. It is a difficult trait to conquer. There is much to foster it in our nature, and much to strengthen it in the practices of society. Among scholars it is not unfrequently aggravated by parental indulgence. For instance, let there occur some public display, a circus, a military parade, an excursion, an anniversary, or a political celebration. Selfishness in the pupil pleads for an excuse from school. He knows, if his teacher has done his duty, that the plea is inconsistent, and his choice unwise; that, figuratively, he wishes to barter gold for brass. His parent knows it too, but

yet he gives consent. A dozen more—perhaps one-third of the school become his companions by means of a similar indulgence. Will the school-room be pleasant on such a day to either pupils or teacher? It may, perhaps, be made so; but if at all, it must be made so by that spirit of self-denial which conscience approves, and by earnest efforts to make it so in spite of unfavorable circumstances. There will be little love for the school-room on the part of those who have gathered there against their own desire, because their parents, more consistent than the rest, insisted upon their attendance. They will be but ill-content while their companions are at large enjoying sports which, but for the restraints of school, they might also share. If all were required to be in school, all would be comparatively content; for, with few exceptions, they could be made to feel that the requirement was just and right. In order to avoid discontent from this source, no pupil should be allowed to absent himself from school for mere amusement, unless the same privilege is accorded to all. Parents should reflect upon the mischief arising from their mistaken indulgence, and avoid it. What adequate compensation is the enjoyment of a few hours of noisy pleasure, often amid coarseness and vulgarity, for the injury done in allowing scholars to prefer selfish pleasure to duty, and in neglecting their studies, and hindering their companions for mere temporary gratification? In this way how often are generated indifference in regard to obligation, disrelish for the pursuits of school, and a general spirit of discontent. How inexcusably is the spirit of industry paralyzed, a waste of time occasioned to faithful teachers and earnest pupils, and, fortunately, *least of all*, the public money squandered by the weak indulgence of mistaken parents.

If parents wish the schoolroom to be a pleasant place for their children they must co-operate to make it so. They must show that they set a high value upon the advantages of the school, so high that they are not willing that they shall be sacrificed for trifles. Let them insist upon regularity of attendance, and show that they are themselves willing to make sacrifices in order to secure it. Let them close their ears against tales of partiality and injustice, which they may know the teacher would scorn to exercise. Let them trust the teacher's judgment in assigning his pupils their tasks, and his kindness in promoting their enjoyment. Let them inculcate the duty of prompt and cheerful compliance with the requirements of the school, and let them speak of the teacher in terms of sympathy and respect until they know him to be unworthy and untrue.

Let teachers exhibit, earnestly, but kindly, the evils of absence and irregularity, and, as far as the intelligence and character of their pu-

pils will permit, endeavor to make them sensible of the losses in time and money and progress which these entail upon every member of the school. Let them endeavor to reach the sympathies of the parents through their children, and as far as practicable, interest them by personal appeals, and thus win their co-operation in what is necessary and right. Something can thus be done to banish the spirit of discontent from the minds of pupils, and that of distrust and indifference from those of parents.

Again the school-room cannot be permanently made a pleasant place by attempts to make it the scene of constant diversion. It cannot be made a place of incessant pastime; the studies of the pupils cannot be transformed to toys and playthings. But some parents seem to think that the teacher is bound to render every school exercise interesting.—The teacher would be glad to do so, but knows it is not possible, except in connection with the pupil's efforts. Oysters may very properly open their shells and remain, as it were, the passive recipients of whatever the ebbing and flowing waters may bring for their support. Animals of a higher order must bestir themselves in search of food. In like manner must the intellectual food of scholars be rendered sweet by labor. Teachers can furnish numerous illustrations of principles and facts in almost any branch of study, and should make all practicable effort to prepare themselves thus to impart interest and value to what is taught. They can introduce many collateral subjects, especially from the natural world, to stimulate and gratify the curiosity, to cultivate the habit of observation, to awaken thought, to refine the taste, to extend the bounds of knowledge, and to ennoble the sentiments of their pupils. But while these should not be omitted, they can not be relied upon as matters of continued interest. If presented too often, or dwelt upon too long they lose their power to please. Oft-repeated stories fall upon an unheeding ear, and may even excite disgust. A pampered appetite becomes fastidious and difficult to please. The school room cannot be made a pleasant place by attempts to render it the scene of incessant novelty and amusement.

Again, the school room can not be rendered pleasant by striving to make the tasks of the pupils so simple and easy as to relieve them from vigorous effort. Were this practicable it would not be wise. When a boy attempts some new gymnastic exercise he is willing to put forth all his strength. He desires only so much assistance as will enable him to succeed in its performance. He will not thank you for more. He is ambitious to do all he can unaided, and his highest pleasure arises from the success of his most vigorous and persevering efforts. So in the school-room, it is what scholars do for themselves that affords them

the greatest pleasure. All they need is a little timely and judicious aid. More than this will tend to induce languor and feebleness. It is a great merit in a teacher to understand *how to help his pupils wisely*.

Of all the means of securing a pleasant school-room I have no hesitation in assigning to work the place of first importance. The "rosy-fingered hours" trip along lightly and unheeded amid the scenes of cheerful industry. The earnest, busy scholar wonders that the sun has so soon summoned the bell-man to the noon-day peal, and that his beams so early come slanting through the windows at the approach of night. Many a one will recognize this as a pleasant portion of the experience of his own school-boy days. Nor can he forget the intensity of his pleasure at the success of some protracted effort that absorbed his waking thoughts, and even haunted him in the dreams of night. Be it so that labor is the burden of the primal curse, we know that work in its useful forms is no less a source of pleasure than of profit. Whoever has not found pleasure in what Carlyle calls "sweat of brain and sweat of heart" has come far short of exhausting the resources within his reach. "It is work, sir, I repeat it, it is work that makes people happy," was once the language of our greatest statesman; and I am sure that this sentiment must find a response in every reflecting mind and every generous heart. Let the teacher, then, spare no pains to make his school-room the place of earnest, cheerful effort. On opening his school let him engage his pupils in work without delay, and thus prevent the entrance of mischief and discontent. Let him congratulate his pupils that they encounter difficulties, because they may gain strength in their solution, and that they meet with obstacles in surmounting which they may add to their power, and win the pleasure that springs from victory.

We prize the results of our own efforts. The child derives more pleasure from its own first rude attempts at drawing than from the sight of a costly painting. The boy loves the clumsy toys that he has laboriously fashioned with a jack-knife, simply because they are his own handiwork, and the little girl will sometimes lay aside her elegant porcelain dolls, for the pleasure of constructing some remote semblance of humanity from her stores of cotton and thread, and of dignifying the result of her toils with the title of Susie or Jane. And so in the school-room, scholars are pleased with the success that has cost them effort.—The difficult lesson when once learned, has been made their own. It is the price of toil and its reward, and the consciousness of a new possession is a source of pleasure. The time spent in study sped away lightly and unheeded. It allowed no opening for the entrance of discontent. It has brought a present reward, and has given an earnest of encouragement to future effort.

Other means of rendering the school-room pleasant might be enumerated, but the most important of these will follow in the train of honest industry. Justice, impartiality, regularity, respect, and other kindred agencies will fall naturally into their places, and very much in proportion to the extent to which the spirit of earnest effort prevails, will the teacher find the school-room a pleasant place both to his pupils and himself.—*Schoolmaster.*

“AFTER MANY DAYS.”

There will come, in spite of every effort to brace up against it, a streak of the “blue,” over the clear sunlight of our dreams. Sometimes, when the sun shines the brightest, quick from out some unseen depths comes the frowning cloud. The teacher is not always in the sunshine. He can not always perceive the golden lines that ever mix in with the dark shadows.

The day wore wearily away, amid several scores of boys and girls.—They seemed idle, impatient, and very little disposed to appreciate the many lessons of instruction, so faithfully imparted. The soil of mind spread out before the teacher, seemed cold and impervious. The seeds of wisdom which he had so faithfully scattered, seemed thrown upon a rock. There was listlessness and inattention in every class. Very little progress was apparent, and it grew into a question of great importance whether or not he was, after all, doing any good. Thus the day closed. And although the children shouted with joy and delight, as they rushed out into the free air, the teacher could not join in their light-hearted pastime. How light and free is the heart of childhood! It can not feel the mists and clouds that ever lower over the highlands of maturer life. It lives in the sunshine of the future. The clear eye of childhood can see silvery peaks, shooting upward amid the scenery of future life. Away went the boys and girls, hopping and jumping, darting over the patches of ice, tumbling in the snow, and giving vent to the pent-up fountain of activity and life, as if no toil ever troubled their even way. But the teacher lingered behind, to meet a few welcome reflections upon the success of his day’s labor. True, all days were alike in one respect. He received the same amount of money for each day’s labor. But to the true teacher there is a more welcome reward. There is a recompense which outshines the glitter of gold. The consciousness of knowing that his real mission has been successful, that his intentions and purposes are appreciated, gives a satisfaction that nothing else can impart.

But the teacher alluded to could not mix this pleasing ingredient in

the cup of his reflections this night. There he sat leaning upon his hand, and chiding himself that he had so mistaken his calling. "No good have I accomplished to-day. Indeed, how little have I ever done! For many years I have been endeavoring to guide youthful feet in the pathway of knowledge, but, alas, how little have I succeeded!" Thus he soliloquised, while a dark cloud seemed to gather over every sunny spot in his past life. He began to hate even his very life. Just then a light, gentle tap was heard at the door, and the streak of "blue" was slightly disturbed. It was the mail-boy. He handed the teacher a package of letters—one of them bearing a distant post-mark. It was a strange hand writing. He eyed it o'er and o'er, and then broke the seal. It was a well-filled letter, written in a neat, plain hand. The name at the bottom he did not recognize. Was it a friend or foe?—What was its mission? It began:

My Dear Teacher:—Have you forgotten your old pupil? Do you not remember, more than sixteen years since, teaching a small school in the town of W——, in a distant state? I was then your pupil—a wild, thoughtless lad, near your age. I have not forgotten your fidelity and kind advice. Although many years have elapsed and although I have not seen you since that winter, I have cherished for you many kind remembrances. I would give much to take you by the hand and look you in the face, and thank you, for your kindness and fidelity.—To your faithfulness, were owing the resolutions that I was enabled to adopt, to become a man and obtain an education. I have prospered, and now have the entire supervision of schools in this township, and am principal in the flourishing Union school in this place. Go on in the good work of education, scatter the good seed of knowledge and wisdom, it will bear fruit 'after many days.'

H. C."

LEVEL AND COLOR OF THE OCEAN.

Were it not for the disturbing actions of the sun and moon, and of the winds, the level of the ocean would be everywhere the same, and its surface would have the form of a perfect spheroid. This uniformity, however, can never be established. The tide at every instant is at different heights in different parts of the ocean, and thus its form of surface is variable. But aside from the tidal rise and fall of the water, and taking the surface of the ocean at its mean height, it is found by accurate leveling that all parts do not coincide with the surface of the same spheroid. Gulfs and inland seas, which communicate with the ocean by narrow openings, are affected according to their position with regard to the prevailing winds. The level of the Red Sea has been

found, by French engineers, to be 32½ feet higher than the Mediterranean, which is supposed to be still lower than the ocean.

The usual color of the ocean is a bluish green, of a darker tint at a distance from land, and clearer toward the shore. The surface of the purest transparency to great opacity. The surface of the Mediterranean in its upper parts, is said to have at times a purple tint. In the Gulf of Guinea the sea sometimes appears white, about the Maldivian islands black; and near California it has a reddish appearance. The prevailing blue color has been ascribed to the greater refrangibility of the blue rays of light, which, through that property, pass in greatest abundance through the water. The other colors are ascribed to the existence of vast numbers of minute animalculæ; to marine vegetables at or near the surface; to the color of the soil, the infusion of earthy substances; and very frequently the tint is modified by the aspect of the sky. The phosphorescent or shining appearance of the aspect of the ocean, which is a common phenomenon, is also ascribed to animalculæ, and to semi putrescent matter diffused through the water.—*Merchant's Magazine.*

AT WHAT AGE, AND HOW MANY HOURS.

Children, at the tender age of five years, can not with impunity be subjected to the discipline of our public schools. The necessary confinement of a well regulated school room will, in too many instances, engender deformities and diseases, to be carried through a life of sorrow and suffering. Girls suffer more in this respect than boys; they have less out-door exercise; they are less prone to disobey the teacher and to obey nature. The customs of society sanction a greater variety and more vigorous exercise for the boys than for the girls while that same custom gives far too little and too gentle for either.

Intimately connected with this subject is the over-tasking of pupils while in school. This is a serious evil; an evil that has been gradually growing upon the schools of our country, and requiring, at the hands of those having charge of them, the most watchful care and attention. Boards of Education and committees are held responsible to the public for the amount of labor accomplished in the school room; teachers are held responsible to their employers for the same thing, and their success is measured by the amount "extracted from childish brains," regardless of the almost forgotten fact, that children have a physical as an intellectual existence. Then comes the stimulus of marks, rewards, emulation between pupils of the same school, and classes of different schools, urged on by teachers whose pay and position depend upon the

most done in the shortest possible time, and too often the urging and encouraging of fond parents and friends; and all combined, keep the mind of the child up to the highest pitch of intellectual attainment.—What wonder, then, that under all these spurs and incentives to labor, so many break down in early childhood! What wonder, that we see in our school rooms so many pale, wan cheeks, where we should look for rosy health? What wonder, that we oftener see in the school room than elsewhere, the curved spine, the depressed chest, the worn, jaded and sickly forms of those who should be crowned with vigorous and joyous health?

Six hours of hard intellectual labor, in the school room, is as much as the most vigorous can long endure, and this for the time our schools are in session—ten months in the year—would break down many robust and healthy men. What, then, must become of that class in our schools, and the number is not small, who are feeble and delicate and sickly? As a nation, intellectually, we are making rapid strides. If we have not found the royal road to learning, we have found all the short ones, and all the means of rapid progress on them. But, physically, we are, as a people, degenerating. Machinery is doing much of the labor of the land; manly sports are out of date and ignored, and we are fast becoming a nation of pygmies in body, but giants in mind, especially in childhood. This ought not so to be; education, in our day, should give well balanced, well disciplined and well developed minds—minds prepared to think, to reason and to determine, in strong, healthy and vigorous bodies.

That modern writer who endeavored to show that murder was one of the "Fine Arts," must have had in mind an American school room, where the Board of Education, teachers and parents, are all endeavoring, in the most refined and genteel way, to render valueless or extinguish the lives of those placed in their charge. The tyrant who gave orders for the destruction of all the first-born of his dominions, has justly been regarded a monster of cruelty, and his name has been anathematized for the last eighteen hundred years, and will be to the end of time. What measure of condemnation should then be meted out to those who go to work systematically, not with the intent, to be sure, but no less effectually, to destroy, not only the first born of the land, but all from five years old and upward? More than one half of the children born, die before the age of eighteen; how many of them die of education it may be difficult accurately to determine; but that many of them are *educated out of existence*, and others suffer from this same fearful malady, none who are visitors to our school rooms, and are observers of what they there see, will for a moment deny. Horace Mann

said, years ago, and the evil has been constantly on the increase since, that so far as the body is concerned, "our schools provide for all the natural tendencies to physical ease and inactivity, as carefully as though paleness and languor, muscular enervation and debility, were held to be constituent elements of national beauty." And such is the case; a languid and sickly body, bending in childhood under the weight of mental labor that would crush most persons of mature years, is regarded as "interesting," "promising," "beautiful," if from that same wan, worn body, on examination day, come *currents* of French, Latin, Philosophy, Astronomy, and the Higher Mathematics, all, in the enunciation of every word, syllable and letter, in exact accordance with Worcester or Webster.

If it be true, as a prominent and faithful laborer in the cause of public education once asserted, that "a man without high health, is as much at war with Nature as a guilty soul is at war with the Spirit of God," and if over-tasking the mind in childhood tends to destroy or impair the constitution or the health, then surely no Board of Education can be guiltless if they permit any over tasking in the schools under their charge, on any pretense whatever. "Strict discipline and hard study," are the only certain grounds of success; but that discipline and study should last only during the five, or at most, six school hours of the day, and then the books should be cast aside, and the balance of the day devoted to hard physical labor, athletic sports, gymnastics, or such other bodily exercise as shall tend to harden and develop the muscular system.

THE POISON BUSH.

During a visit Dr. Hodge made some years since to the Bahama Islands, a shower of rain unexpectedly fell. Such an occurrence is very rare at those islands, except during the rainy season, and is regarded with great dread by the natives, who, as rapidly as possible, seek the nearest shelter. On this occasion a little colored boy was caught in the shower some distance from home, and having no place to go for protection, crept under a bush that was near. Its foliage, however, was not dense enough to keep him from the rain, and he was wet by the water trickling through the leaves. Unfortunately, for him, the bush was a *poison bush*, and the water falling on the leaves, caused the poison to strike into his limbs, so that in a short time he was dead. After the shower he was found and carried home. Dr. Hodge was requested to attend his funeral. The circumstances of his singular death excited the Doctor's curiosity, and he wished to learn something more

about the fatal poison bush. An aged negro told him that it grew abundantly on the Island, but that by its side there always grew another bush, which was its antidote; and that if the little boy had known it, and rubbed himself with the leaves of the healing bush, the poison would have done no harm. What an illustration is this of the sad fate of those who have been poisoned by sin, and know not how to escape from its dreadful consequences! But for this fatal poison there is a sure remedy provided by the same God who placed the antidote beside the poison bush. The cross of Christ is the tree of life. Let the suffering and the dying come to that, and they shall be saved; for "its leaves are for the healing of the nations."

FOLLY OF PRIDE.

Take some quiet, sober moment of life, and add together the two ideas of pride and man; behold him, creature of a span, stalking through infinite space in all the grandeur of littleness. Perched on a speck of the Universe, every wind of heaven strikes into his blood the coldness of death; his soul floats from his body like melody from the string; day and night, as dust on the wheel, he is rolled along the heavens, through a labyrinth of worlds, and all the creations of God are flaming above and beneath. Is this a creature to make for himself a crown of glory, to deny his own flesh, to mock at his fellow, sprung from that dust to which both will soon return? Does the proud man not err?—Does he not suffer? Does he not die? When he reasons, is he never stopped by difficulties? When he acts, is he never tempted by pleasure? When he lives, is he free from pain? When he dies, can he escape the common grave? Pride is not the heritage of man; humility should dwell with frailty, and atone for ignorance, error, and imperfection.—*Sidney Smith.*

The road to glory would cease to be arduous, if it were trite and trodden; and great minds must always be ready not only to *take* opportunities, but to *make* them. Alexander dragged the Pythian priestess to the temple on a forbidden day. She exclaimed, "*My son, thou art invincible;*" which was oracle enough for him. On another occasion, he cut the gordian knot which others had in vain attempted to untie. Those who start for human glory, like the mettled hounds of Acteon, must pursue the game not only where there is a path, but where there is none. They must be able to conquer the earth like Caesar, or fall down and kiss it like Brutus; to throw their sword like Brennus, into

the trembling scale; or, like Nelson, to snatch the laurels from the doubtful hand of victory; while she is hesitating where to bestow them. That policy that can strike only while the iron is hot, will be overcome by that perseverance which like Cromwell's, can make the iron hot by striking; and he that can only rule the storm, must yield to him who can both *raise* and *rule* it.

LITTLE BY LITTLE.

“ Little by little,” an acorn said,
 As it slowly sank in its mossy bed;
 “ I am improving every day,
 Hidden deep in the earth away.”
 Little by little each day it grew:
 Little by little it sipped the dew;
 Downward it sent out a threadlike root;
 Up in the air sprung a tiny shoot.
 Day after day, and year after year,
 Little by little, the leaves appear;
 And the slender branches spread far and wide,
 Till the mighty oak is the forest’s pride.

“ Little by little,” said a thoughtful boy,
 “ Moment by moment, I’ll well employ,
 Learning a little every day,
 And not spending all my time in play.
 And still this rule in my mind shall dwell—
 ‘ Whatever I do, I will do it well.’
 Little by little, I’ll learn to know
 The treasured wisdom of long ago;
 And one of these days perhaps we’ll see
 That the world will be better for me.”
 And do you not think that this simple plan
 Made him a wise and a useful man?

“ Ambition is an appetite that grows upon what it feeds; is athirst with its own waters, famished with its own supply. It violates all the ordinary laws of nature, sinking into profounder depths and wider vacuums as the very consequence of what it gains and receives.”

“ The man who let’s that foul passion, Revenge, get into his heart, stings his own soul to death before he hurts his enemy.”

Resident Editor's Department.

TEACHERS CONVENTION.—Hoping that this number of the Journal may get out in time for teachers to go to Columbia, after it reaches them, we would again urge all who can to go, and do all they can to advance the cause of education in our country. Nothing should claim a warmer sympathy from the patriot than the proper education of the young, who are soon to take charge of the government that we are now fighting to establish.

RALEIGH, NORTH CAROLINA, }
JANUARY 12TH, 1862. }

SIR:—At the last annual meeting of the State Educational Association of North Carolina, held in the town of Lincolnton, on the 14th and 15th of October last, the following resolution was unanimously adopted:

Resolved, That this Association recommend a general Convention of the teachers of the Confederate States, to be held at _____ on _____ 1863, to take into consideration the best means for supplying the necessary text books for schools and colleges, and for uniting their efforts for the advancement of the cause of education in the Confederacy; and that the Executive Committee of the Association be directed to correspond with teachers in the various States, on the subject.

We have thought it would facilitate the accomplishment of the object of the above resolution, to suggest a time and place for the holding of the Convention referred to; and we accordingly recommend that the meeting take place in Columbia, South Carolina, on Tuesday, April 28th, at 8 o'clock, P. M.

The importance of this movement will be readily appreciated by every friend of our beloved country; and we feel sure that no class of persons can be more useful in achieving, under God, the independence of a nation, than those who are engaged in training the hearts and minds of the young.

The integrity of society itself demands that at least those of our text books which relate to moral and political science should not be prepared by persons who hold opinions in conflict with those on which our institutions are based; and if our schools are ever to be purged of the semi-infidel literature of the world, we will never have a better opportunity than the present for the commencement of this good work.

We would add, in addition, that our national enemies arraign us at the bar of the civilized world, as a people of inferior moral development and capability; and every consideration which can appeal to our patriotism and to our manhood, as well as to our sense of duty to God and to our fellow men, should prompt those who labor in the moral domain, to be up and doing.

We cannot afford to permit any exigency which our vindictive foes can bring upon us, to arrest our efforts in behalf of those agencies which, next to religion

do most to promote the welfare of society ; and we know that if the rising generation is properly instructed the lapse of time will, by the blessing of Providence, but insure that independence for which those, who are now on the stage of action, are so heroically contending.

Believing that these views meet with your hearty concurrence, we respectfully and earnestly invite you to meet us in council at the time and place specified above, fully believing that, by the Divine favor, we may thus be enabled to lay, in this day of trial, the foundation of a work which will redound to the honor and prosperity of our noble country.

With much respect

We are truly yours,

C. H. WILEY,
Supt. of Common Schools of N. C.
J. D. CAMPBELL,
Editor N. C. Journal of Education.
WILLIE J. PALMER,
Prin N. C. Inst. Deaf & Dumb & Blind.

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THE JOURNAL FOR 1863.—On account of the difficulty of procuring paper and the very great advance in its cost, the Committee have decided that it is best to issue but six numbers of the Journal, during this year. These numbers will be sent to all the School Districts in the State, as usual.

The number for January was in the hands of the binder and nearly ready for mailing, when it was destroyed by fire. Paper could not be obtained to issue it earlier in the year and the committee do not think it expedient to delay the other numbers, by reprinting that for January. This is then considered the second number for the year.

PRIZE ESSAYS.—A number of articles have been received as competitors for the prizes offered by the State Educational Association. As the committee will probably not make their decision for some time yet, if there are others prepared we hope they will be sent in immediately.

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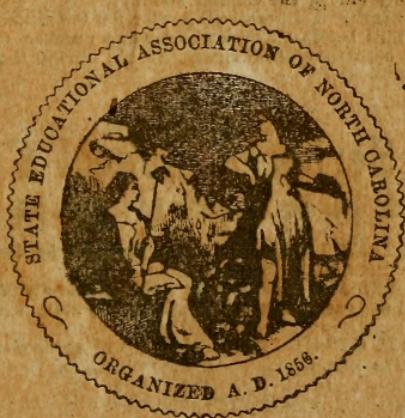
THE
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MAY, 1863.

DIGEST OF COMMON SCHOOL LAWS.

VOLUME VI

NUMBER 3.



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THE NORTH-CAROLINA JOURNAL OF EDUCATION.

VOL. VI.

MAY, 1863.

No. 3.

FOR THE JOURNAL.

DIGEST OF THE LAWS IN FORCE IN RELATION TO COMMON SCHOOLS IN NORTH-CAROLINA.

With References to the original Acts, Explanations, Decisions of the State Superintendent, &c., &c. Prepared under the authority of an Act of 1860-'61. By REV. C. H. WILEY, Superintendent for the State.

PREFACE.

The following pages contain only a digest of the laws in relation to Common Schools in North Carolina now in force, and not the laws in full.

The terms and phraseology of the Acts have, as far as possible, been retained, and only such alterations made in the language as were necessary to express the sense where repealed clauses have been left out, and where sections and parts of sections of different Acts relating to the same subject, have been placed in their natural connection.

In this pamphlet all the laws and clauses of laws in relation to any given subject, are grouped together under one head—and all repealing clauses and all repealed clauses and sections are omitted, and the whole law in force is published in one chapter, under appropriate heads, and divided only by sections of convenient size, and according to the subjects.

To prevent the possibility of mistakes some sections and parts of sections relating to more than one subject, are published twice, but each time under a different caption; but even with this repetition, and with the addition of the parts of several new Acts now in force, the present digest will be found to be one of the smallest and most convenient that has yet been issued.

The marginal notes give the subject of each clause, refer the reader to the chapter and section of the Original Act from which the clause is taken; and

contain occasional explanations which, it is hoped, will be found useful to the reader.

All of the law in force which it is important for officers and teachers to know, is contained in this pamphlet—but when it is necessary, it will be easy from the references given, to find the Original Acts.

The great purpose which I have kept in view in making this digest, was to furnish in as plain, simple and convenient a form as possible, what it is important for those officially connected with the Common School system, to know; and in accordance with this design I have added only such of the decisions of the State Superintendent as relate to clauses which, before these decisions, caused much and serious difference of opinion.

C. H. WILEY,

May 1863

Sup. Com. Schools of N. C.

INCOME OF LITERARY FUND AND TAXES.

SECTION 1. The nett annual income of the literary fund shall be annually distributed among the several counties

Income of literary fund of the State, in the ratio of their federal population, how distribu- tion, to be ascertained by the census next preceding such distribution.

Revised Code, Chapter 66, Section 26.

Fund paid to counties, when & how. SEC. 2. The share of the literary fund to which each county may be entitled, shall be due and payable on or before the first Monday of October in every year; and shall be paid to the chairman of the board of superintendents, or his lawful attorney, upon the warrant of the comptroller.

Tax to be laid by county for school pur- poses. SEC. 3. The court of pleas and quarter sessions of every county, a majority of the justices being present, shall levy a tax in the same manner that other coun-

Revised Cod Chap. 66 Sects. 31, 32. And Acts of 1856-57, Chap. 11, Section 6.

ty taxes are now levied, which shall not be less than one-half of the estimated amount to be received by said county for that year from the literary fund; and the sheriff shall collect and pay over the same to the chairman of the board, on the day of their first meeting; and his bond, given to secure the payment of county taxes, shall contain a condition for the faithful collection and payment of the school taxes; and for a breach of the condition, the chairman shall have the same remedies against him and his securities, as are given to the county trustees for enforcing the payment of ordinary county taxes, except that his right of action shall arise on the first Monday of October in every year, and the penalty on the sheriff shall go to the use of the common school, in his county.

Payment by him, how en- forced. SEC. 4. No county court shall tax any free person of color not taxed for schools, or for the support and maintenance of common schools; and no person descended from negro ancestors to the fourth generation inclusive, shall be taught in said schools.

Taxes when to be paid. SEC. 5. The sheriffs of the several counties shall, on the first Monday in October, in each year, pay over to the chairmen of their respective counties, the taxes collected for school purposes, and the right of ac-

Acts of 1856 Chapter 11, Section 6.

tion of the chairmen for said moneys shall accrue against the sheriff after demand on the same day; and so much of the provisions of the 32d section of the 60th chapter of the Revised Code as comes in conflict with this section, be, and the same is hereby repealed.

County funds
Permanent
surplus may
be invested.

SEC. 6. Whenever there are in the hands of any chairman of the board of county superintendents of common schools, school moneys unemployed, not called for by the schools of the county, and not due to any school or schools, or districts, and amounting to more than five hundred dollars, the said board may authorize said chairman to invest said moneys in registered or coupon bonds of the State, or in any other safe securities, yielding interest, which sums so invested, may at any time, when they are needed by the common schools, be again converted into cash, on the order of the board, and applied and accounted for as other school moneys. And every investment so made, shall be in the name of the "Chairman of the Board of Superintendents of Common Schools of _____ county," (the name of the county to be inserted in the above blank;) and the interest on such investments shall be *semi-annually* collected by the chairman, and by him used and accounted for as <sup>Acts of 1858-
59
Chapter 27, Section 7.</sup> other school monies.

OFFICERS.

State Super-
intendent.

SEC. 7. There shall be appointed a superintendent of common schools for the State, to be chosen by the General Assembly, and to hold his office for two years from the time of his election, and until his successor is duly appointed. The courts of pleas and quarter sessions of the several counties, (a majority of the justices being present,) at the term held next after the last day of December in each year, shall appoint not more than ten, nor less than five superintendents of common schools for their county, whose term of office shall begin on the third Monday of April succeeding their appointment, and continue for one year, and until others have been appointed and entered upon their office.

Revised Code,
Chapter 66,
Section 27.

County Su-
perintend'ts.

Chairman of
County Supt.

District Com-
mittees, how
appointed.

SEC. 8. The superintendents shall meet on the third Monday of April as aforesaid, and elect one of their number chairman, who shall continue in office for one year, and until his successor is chosen.

Revised Code,
Chapter 66,
Section 28, &
Acts of 1856-
57, Chapter
11, Section 1.

SEC. 9. The district committees of common schools, to consist of three persons, as heretofore, and each of whom shall be a qualified voter of the State, shall be appointed in the following manner, *to wit*: The board of county superintendents of each county shall annually meet on the third Monday in April; and select committees for the several districts of their respective counties, in all cases where they have not been designated in the manner herein-after provided. And it may be lawful for a majority of the parents and guardians of the children entitled to the benefits

Act of 1860, *
61, Section 2

of the common school fund, and of the legal voters of any district, to designate, by written petition, such persons as they desire for committee-men. Whenever a majority of the parents, guardians, and qualified voters without children, so agree upon one or more members of the committee for any district, and state their preference in writing, signed with their names, and present said writing or petition to the board of county superintendents, on or before 3d Monday of April, the board shall appoint the persons so designated, and if there be not three so named and preferred, shall select the others.— Such petitions must be signed by a majority of those who constitute the whole number of parents, guardians and qualified voters of the district, each person signing as parent, if he have children of the age to be entitled to the benefit of the school fund, or as guardian, if he be such; and if he have no children, and be not a guardian, as voter; no one being entitled to sign his name more than once. If the children have no father living in the district, the mother or guardian may sign such petition; and it shall be incumbent on the petitioners, or some one of them, to prove that they constitute a majority of the persons entitled to petition in the district. The board of superintendents shall appoint in all other cases; and when vacancies occur in the committees after the annual meeting of the board, the chairman may fill them until the next annual meeting.

Committees incorporated. SEC. 10. Each committee of the several school districts shall be a body corporate, by the name and style of "the school committee of district, number _____, of the county of _____," as the case may be; and in that name shall be capable of purchasing and holding real and personal estate, and of selling and transferring the same for school purposes; and prosecuting and defending all suits for and against the corporation.

Clerks of county courts ex officio. SEC. 11. The Clerk of the County Court shall be, *ex officio*, clerk of the board of superintendents.

Clerks of Board of superintend'ts. SEC. 12. The board of superintendents shall annually appoint a committee of examination, of not more than three persons, (of whom the chairman of the board shall be one,) who shall examine into the qualifications, both mental and moral, of all such as may apply for employment as teachers; and shall be convened by the chairman at least three times during the year, at some central point in the county; of which times and places of meeting, the committee or chairman shall post a notice at the door of the court-house. The committee shall continue in office until their successors are appointed.

When convened. SEC. 13. No person shall be employed as a teacher, unless he obtain from a majority of the committee of examination of the county in which he seeks em-

Teachers; how qualified. SEC. 13. No person shall be employed as a teacher, unless he obtain from a majority of the committee of examination of the county in which he seeks em-

Revised Code,
Chapter 66,
Section 36.

Revised Code,
Chapter 66,
Section 30.

Revised Code,
Chapter 66,
Section 42.

Revised Code,
Chapter 66,
Section 43.

ployment, a certificate of his good moral character, and sufficient mental qualifications: and no certificate shall be good for a longer term than one year from the date thereof.

DUTIES AND LIABILITIES OF OFFICERS.

Of County Superintendents.

To lay off districts, &c. SEC. 14. The board of superintendents may lay off in their counties school districts, (and number the same,) of such form and size for one school as they may think most convenient for the inhabitants of the county, and may alter the boundaries of the same, causing said boundaries and such alterations to be recorded by their clerk.

To make other regulations. SEC. 15. The board of superintendents may make such other regulations relating to their schools, not inconsistent with the provisions of this chapter and the laws of the land, as they may deem necessary to their usefulness.

Revised Code,
Chapter 66,
Section 34.

Revised Code,
Chapter 66,
Section 48.

NOTE.—The Board is to elect a chairman, and pass on his bond: see section 8
Also, to select committees of examination, section 12.

The boards of superintendents are empowered in certain cases to appoint district committees, section 9.

They are to determine the compensation of examining committees, and of their clerks, section 64—65.

They may authorize their chairmen to visit their respective districts, and allow them compensation for the same, section 30.

They are, also, empowered to try and remove their chairmen, section 43.

The boards may make decisions, binding until appeals are taken, in cases where persons are charged with being of negro blood, section 61: and any two members may grant permission to the children of a district to attend the school of any adjoining district, section 60.

The board, under the advice of General Superintendent, to determine how the school fund shall be divided among the districts of the county, section 58.

Misapplication of school fund a misdemeanor. SEC. 16. If the board of superintendents, or any member thereof, shall misapply any of the school funds, the person offending, or assenting thereto, shall be deemed guilty of a misdemeanor.

Revised Code,
Chapter 66,
Section 52.

Penalty for neglect on superintendent, committee & clerks. SEC. 17. If any person, having accepted the appointment of superintendent or committee-man, or any clerk of the county court, shall refuse or neglect to perform the duties required of him by this chapter, he shall forfeit and pay fifty dollars, to be applied as other school moneys; and the county solicitor shall prosecute suit for the recovery thereof.

Revised Code,
Chapter 66,
Section 53.

County solicitor to prosecute. SEC. 18. The chairman of the board of superintendents,

Of Chairman of Boards of Superintendents.

To give bond. SEC. 18. The chairman of the board of superintendents,

before he enters upon the duties of his office, shall give bond with good security, payable to the State of North Carolina, in such sum as the board may deem adequate, conditioned for the faithful application of the funds that may come into his hands, and the discharge of all his duties; which bond shall be filed with the clerk of the county court.

And renew it
annually.

Revised Code,
Chapter 66,
Section 29.

SEC. 19. Every chairman shall annually renew his official bond, and on failure to do so shall be liable to a penalty of fifty dollars, to be recovered in any court of record in the county in which he lives, on motion of the general superintendent, of common schools, whose certificate shall be *prima facie* evidence in the case. And the committee of finance of each county in the State, and in case there is no such committee the clerk of the county court, in giving certificates as to the correctness of the annual report of the chairman shall also certify whether his bond has been renewed according to the provisions of this act.

Bonds good-
against chair-
man & secu-
rities until
final settle-
ment with
his successor

Acts of
1856-'57,
Chapter 2,
Section 5.

SEC. 20. The official bonds of chairmen of boards of superintendents of common schools shall be good and valid against them and their securities until renewed or new bonds be given, and shall also be good and valid in case of the election of a new chairman until all the school moneys, warrants and drafts for said moneys are paid over to the new chairman.

To be remov-
ed for incom-
petency &c.

Acts of
1856-'57,
Chapter 11,
Section 4.

SEC. 21. In case any chairman for any cause shall be incompetent to the proper discharge of his duties, or shall neglect, wilfully and habitually, his duties, or be guilty of misdemeanor in office, the board of superintendents shall have power to remove him and to elect another chairman under the rules and regulations prescribed in the next section of this act.

Trial.

Acts of
1856-'57,
Chapter 11,
Section 2.

SEC. 22. No chairman shall be removed from office except under the following regulations, to wit: He shall have written notice at least twenty days before trial of the charges against him, and of the names and residences of the witnesses; he shall be allowed to cross-examine witnesses, and to offer counter testimony, and all witnesses shall be examined under oath. It shall require a vote of a majority of all of the superintendents of the county to remove a chairman, but any one may give notice of charges against him or bring him to trial, and in case of his removal a record shall be made of the proceedings.

To give notice
of amounts
due the dis-
tricts.

Acts of
1856-'57,
Chapter 11,
Section 3.

SEC. 23. The chairman shall give notice, by written publication at the court house door of his county, of the amount due each school district, soon after the money is received.

To preserve
school regis-
ter.

Revised
Code, Chap.
66, Sec. 40.

SEC. 24. It shall be the duty of the chairmen of boards of county superintendents to keep and preserve all the copies of the school register belonging to their respective counties, when the schools are not in

Acts of
1858-'59,
Chapter 27,
Section 4.

session. And before the commencement of every school, the committee of the district shall give to the teacher an order on the chairman for the register belonging to that district; and the said teacher, on receiving it, shall give a receipt for it, and be responsible for its safe keeping until the close of the school. And in no case shall any such teacher be paid until he returns said register to the chairman in as good order as when received, and with the blanks properly filled with an account of his school according to the instructions of the general superintendent for the State. And the registers for each school or district, shall contain the name and number of the school or district, and be kept for its use alone.

May deposit
register with
clerk in certain cases.

SEC. 25. When the chairman of the board of superintendents does not reside at the county seat, he may deposit the school register for the county in the office of the clerk of the county court, making the clerk his deputy for the safe keeping of the same, and empowering him to furnish them to teachers, on the orders of committees, and to take receipts for them according to the regulations governing the actions of chairmen in this matter; and in such cases the registers may be returned again to the said clerks.

Liable to 12
percent. dam-
ages for drafts
unpaid, &c.

SEC. 26. If the chairman shall fail to pay on demand any draft which he ought to pay, the same may be recovered against him, in the name of the payee or his assignee, with twelve per centum damages, besides interest, for its detention.

Chairman not
to pay draft
unless accom-
panied with
report of
school com-
mittee, &c.

SEC. 27. The chairman of the board shall in no case pay any draft drawn on him in favor of a teacher, unless the same shall be accompanied with a report from the school-committee, stating the name of the teacher in the district, the length of time for which the school may have been kept during the current year, and the several branches taught; and the chairman shall not pay such draft, unless the teacher exhibit a regular certificate of mental and moral qualifications from a majority of the committee of examination, dated within one year from the exhibition thereof.

Committee
not to have
school funds;
may reckon
expenses and
draw on
chairman for
purchase of
site, &c.

SEC. 28. No committee shall receive into their hands any of the funds set apart for common schools; but, whenever it shall become necessary for them to incur any expense in the purchase of land for the erection of a school-house, or other necessary purpose, the committee may state an account of the expense, and draw on the chairman for the same; which account shall accompany the draft, and shall be paid by the chairman, provided the school district shall have in his hands a sum sufficient to pay the same.

Acts of
1860-61,
Chapter
Section 2.

Revised
Code, Chap.
66, Sec. 51.

Revised
Code, Chap.
66, Sec. 45.

Teachers' drafts; when paid.

SEC. 29. No draft shall be drawn in favor of a teacher, until the end of the term for which he was employed, or after the expiration of three months from its commencement, except in cases where teachers leave by consent of the committee before the time for which they were employed is out.

Acts of 1860-'61.
Chapter —, Section 9.

Chairman may be appointed to visit the districts.

SEC. 30. The board of county superintendents of the several counties shall be authorized to appoint their chairman to visit the school districts of said county, or any part of them; and each chairman so appointed and acting, shall make a report to the general superintendent, giving him a full account of the character of the schools, the condition of the school-houses, and of the progress of education in the district. And said board may allow such visitor such compensation as they see fit.

Acts of 1856-'57.
Chapter 11, Section 16.

To furnish post offices of the districts to State superintendent.

SEC. 31. The chairmen of boards of county superintendents are required to furnish to the General Superintendent lists of the post-offices in the school districts of their counties, and until they do so, they are to distribute among the district committees of their counties the copies of *The North Carolina Journal of Education*, sent to them, for the use of said committees.

Acts of 1860-'61.
Chapter —, Section —.

Chairman to keep account of moneys received and paid out.

SEC. 32. The chairman of the board of superintendents shall keep a true and just account of all moneys received and expended by him during the time of his service, showing when and of whom received, and for what, and to whom paid, and the balance remaining on hand; and shall lay the same before the committee of finance of his county; and if there

Revised Code, Chap. 66, Sec. 49.
And Act of 1860-'61,
Chapter —, Section —.

Examined by committee of finance and clerk of county court.

is no committee of finance, then before the clerk of the county court, together with the vouchers in support of the charges therein made, on or before the fourth Monday of March in each year; which account, the committee of finance, or the clerk of the county court, (as the case may be,) shall carefully examine, and if found correct, shall certify the same to be correct; if done by the clerk, he shall certify under his hand and the seal of his office; and he shall annually, on or before the third Monday in April, report in writing to the superintendent of common schools for the State, at Raleigh, a copy of the above account, together with the number of children in his county; the number who may have been taught in the schools of his county the preceding year; for what time the schools have been kept up in the several districts; the names of the committee of examination; the number of certificates issued by the committee of examination during the year preceding, designating in separate columns the number of female teachers, and the number of male teachers; with such other facts and suggestions as he may deem useful.— And he shall make two copies of said report, one of which he shall file with the clerk of the board, to be recorded in the book in which are kept all the proceedings of the board; and

Copies of report to be filed and posted up at court house.

the other he shall put up for public inspection in some conspicuous place in the court-house of his county.

Shall pay over money to successor; in case of default, how re-covered. SEC. 23. If, in settling such accounts, any balance shall be found remaining in the hands of the chairman, the same shall immediately be paid by him to his successor in office; and if any moneys in his hands, whether reported or not, be improperly detained, his successor may, at any time, and in any court of his county, recover the same with interest in a summary manner, against the defaulting chairman and his sureties, or any of them, in the same manner and with the same penalty as prescribed in case of judgment against the sheriff at the instance of the county trustee, by giving five days' notice to the persons against whom judgment is moved.

Taxes—amount collected or due to be agreed on by chairman and sheriff. SEC. 34. Within ten days from the first Monday in October, in every year, the sheriff of each county in the State, and the chairman of the board of superintendents of common schools, shall jointly sign a statement, showing the amount of taxes collected and the amount due for school purposes in said county, for the fiscal year ending on the last day of September immediately preceding; which statement shall be filed with the clerk of the county court, and be by him recorded in a book kept expressly for that purpose. And on the failure of the sheriff or chairman to sign such statement, or of both, they shall each be liable to a penalty of one hundred dollars, to be recovered in the county or superior court, on motion of the clerk, one-half of said penalty to go to the clerk, and the other to the common schools of the county.—

Filed with clerk. And the clerk of the county court of each county shall, within thirty days from the said first Monday in October in each year, send to the general superintendent of common schools for the State, a copy under the seal of his office, of the said statement, rendered by the sheriff and chairman of the board of superintendents of common schools of his county; and each clerk, on failing so to do, shall be liable to a penalty of two hundred dollars, to be recovered in the superior court of Wake, on motion of the general superintendent, one-half to go to the use of common schools of said county, and the other half to the Educational Association of the State.

Copy to be sent to State superintendent.

Clerk to authenticate signature.

SEC. 35. In all cases where a committee of finance shall sign a certificate as to the correctness of a chairman's report to the general superintendent, it shall be the duty of said chairman to have said signatures authenticated by the clerk of the county court, under his seal of office.

Penalty of \$500 on chairman for failing to report to superintendent. SEC. 36. If the chairman of the board of superintendents shall fail to make a report to the superintendent for the State, as provided in section thirty-second, he shall pay five hundred dollars, to be recovered by the superintendent, on motion in the superior court of

Revised Code, Chap. 66, Sec. 50.

Acts of 1858-'59, Chapter 27, Section 2.

Acts of 1756-'59, Chapter 11, Section 15.

Revised Code, Chap. 66, Sec. 61.

Wake county, in like manner as in case of clerks failing to make returns to the comptroller; and the certificate of the superintendent shall be *prima facie* evidence of the default.

Of District Committees.

Committee to report within one month, number and names of white children.

SEC. 37. The school committee shall, in one month after their term of office commences, report in writing to the chairman of the board of superintendents, the number and names of the white children in their districts, of six and under twenty-one years of age; and on failure so to do shall each forfeit and pay five dollars, to be recovered by warrant before any justice of the peace, in the name of the chairman of the county superintendents, to be appropriated to the use of the school district in which such failure shall occur.

Committee to sign teacher's draft only when accompanied by report of school committee.

SEC. 38. The chairman shall, in no case, pay any draft drawn on him in favor of a teacher, unless the same shall be accompanied with a report from the school committee, stating the name of the teacher in the

Teacher to have legal certificate.

Revised Code, Chap. 66, Sec. 38.

district, the length of time for which the school may have been kept during the current year, and the several branches taught; and the chairman shall not pay any such draft, unless the teacher exhibit a regular certificate of mental and moral qualifications, from a majority of the committee of examination, dated within one year from the exhibition thereof.

Committee not to have school funds; may reckon expenses and draw on chairman for purchase of site, &c.

SEC. 39. No committee shall receive into their hands any of the funds set apart for common schools; but, whenever it shall become necessary for them to incur any expense in the purchase of land for the erection of a school-house, or other necessary purpose, the committee may state an account of the expense, and draw on the chairman for the same; which account shall accompany the draft, and shall be paid by the chairman, provided the school district shall have in his hands a sum sufficient to pay the same.

To visit schools; may join others to continue school.

SEC. 40. The school committee shall visit the schools from time to time, and, generally, perform all such duties as they may deem necessary to their successful operation; and they may unite with individuals, or other districts, for the purpose of raising a sum sufficient to carry on their schools for the longest time.

Committee to employ teacher.

SEC. 41. The school committee shall contract with a suitable teacher for their district, for such time as the funds of the district will allow; and at the end of the term of his employment, he shall render to the

How to pay him.

Revised Code, Chap. 66, Sec. 47.

Committee man not to be employed.

SEC. 41. The school committee shall contract with a suitable teacher for their district, for such time as the funds of the district will allow; and at the end of the term of his employment, he shall render to the committee the number and names of the children who have gone to his school, specifying the number of days each one went, and the studies taught; and, on his rendering such statement, the committee shall pay him by giving him an order on the chairman; and no committee-man shall be a teacher

Sites for
school houses
procured by
committee.

SEC. 42. The school committee shall designate, and purchase or lease, or receive by donation, a suitable site for a school-house as near the central part of the district as may be convenient; shall hire, purchase, build, or receive by donation, a school-house of such form and dimensions as they may deem suitable; and whenever they are unable thus to obtain such site, they shall report to the succeeding county court, with the reasons, why they have not procured the same; and the county court thereupon shall appoint three disinterested free-holders, who shall lay off not more than two acres, and not less than one acre, as a site for a school house in such district, and condemn the same for the use aforesaid, and assess the value thereof, which assessed value shall be paid by the school committee to the owner of the land so condemned, or into the office of the county court clerk, for the benefit of such owner; and the land condemned and paid for shall be vested in the school committee and their successors. *Provided, however,* that the freeholders aforesaid shall not condemn any land improved by buildings, culture, or otherwise. *And provided, further,* that if, after the purchase or condemnation of land for school purposes, the school committee see fit to remove the school, then the original owner of the land, shall have the right to take the land at the original price, with the privilege to the committee of removing the building or other improvements.

Committee-
man may be
removed for
cause.

SEC. 43. Whenever any citizen or parent may consider him or herself aggrieved by a committee, or any member of it, complaint may be made to the board of superintendents, who shall hear and decide on the case, and may remove committee-men for violation or neglect of duty, or unfitness for the office.

Acts of
1860-62,
Chapter,
Section.

NOTE.—Committees are also to file in the school house of their districts, the copies of the Journal of Education sent to them; and if they accept their appointment and refuse or neglect the duties of their office are liable to a fine of fifty dollars. See section 17.

Of Committees of Examination.

To receive in-
structions
from State su-
perintendent.

SEC. 44. The superintendent shall annually issue to the examining committee of each county a circular letter of instructions and suggestions as to the qualifications of teachers, and a recommendation of the school books proper to be used.

Revised
Code, Chap.
66, Sec. 57.

Clerks of co.
court to be
clerk of board
of superinten-
dents.

His duty.

SEC. 45. The clerk of the county court shall be *ex officio*, clerk of the board of superintendents, and shall record in a book to be kept for that purpose, all its proceedings, and such other papers touching the subject of common schools as the board may direct; and shall safely keep all papers which may be committed

Revised
Code Chap.
66, Sec. 30.

Notices issued to his custody by the board. He shall issue to the sheriff by him, served by sheriff, notices of the appointments of superintendents and school committees, which the sheriff shall deliver.

^{furnish to sheriff names of committees} SEC. 46. It shall be the duty of the clerks of the county courts to furnish to the sheriffs of their respective counties, within three days from the third Monday of April, in each year, the names of the district committees elected for the ensuing year, under ^{Acts of 1658-59, Chapter 27, Section 9.}

^{Penalty.} Sheriff to notify committees. ^{Penalty.} a penalty of five dollars for every case in which the names of any committee are not so furnished; and the sheriff, within fifteen days from the said third Monday of April, shall notify each committee-man of his election, under penalty of five dollars for every case of failure; which penalties shall be recovered by the chairmen of the boards of county superintendents, by warrant in their own names as chairmen, and added to the common school fund in their hands.

NOTE.—THE SHERIFFS, in addition to their duties in regard to school taxes as enumerated in sections 5th and 34th, are required to deliver to superintendents and district committee men notices of their appointment. See the section 46 above, and latter part of section 45.

Sheriffs are not, in a special sense, school officers, but are, as sheriffs, clothed with responsibilities in regard to the school system, as above stated.

Of the Treasurer of the State.

^{Treasurer to furnish him yearly statement of money paid to counties.} SEC. 47. The treasurer of the State shall furnish an annual statement to the superintendent, of the sums disbursed from the literary fund to the several ^{Revised Code, Chap. 66, Sec. 56.} counties, and of the names of the persons receiving the same.

Of the State Superintendent.

^{State Superintendent, duties of.} SEC. 48. The superintendent of common schools for the State shall superintend the operations of the system of common schools, and see that the laws in relation thereto are enforced; shall call on the chairmen of the several boards of county superintendents, who fail to make returns to him according to the provisions of this chapter; shall see that moneys distributed for the purposes of education are not misappropriated; and that the proper actions provided by law are brought against all officers and agents of the system who are liable to the same.—^{Revised Code, Chap. 66, Sec. 54.} And the superintendent, at such places as he may deem proper, and as often as possible, shall deliver public lectures on the subject of education, and endeavor to enlist the feelings of the people in the cause.

^{To see that school laws are executed, money duly applied.} ^{Defaulters sued; and deliver lectures.} SEC. 49. The superintendent, when notified, shall attend the meetings of the board of literature as long as it shall direct; and for such attendance shall have the same compensation as is allowed to members of the board. ^{Revised Code, Chap. 66, Sec. 55.}

Treasurer to furnish him yearly statement of money paid to counties.

SEC. 50. The treasurer of the State shall furnish an annual statement to the superintendent, of the sums disbursed from the literary fund to the several counties, and of the names of the persons receiving the same.

Superintendent to issue yearly instructions and forms for returns.

SEC. 51. The superintendent shall annually issue to the examining committee of each county, a circular letter of instructions and suggestions as to the qualifications of teachers, and a recommendation of the school books proper to be used; and he shall also have prepared and send to the chairman of the boards of county superintendents, printed forms with proper blanks, upon which to make their returns to him; all which returns, when received, he shall send to the office of the secretary of State, to be filed by him.

To prepare
school regis-
ter, and have
it printed.

SEC. 52. The general superintendent of common schools of the State shall be authorized to have printed and sent to the chairman of the board of superintendents of common schools in each county in the State, a sufficient number of the common school register, recently prepared by said general superintendent, to supply all the common schools not yet supplied.

To make an-
nual report
to governor.

SEC. 53. The superintendent, on or before the first Monday in July in every year, shall make a written report to the Governor, giving a detailed and condensed account of the manner in which he has performed his duties; of the operations of the system of common schools, together with such suggestions and recommendations as he may deem proper; with tables showing the number of white persons, six years old and under twenty-one, in each county in the State; the number who have attended school during the year; the length of time the schools have been kept open, and the number of school districts in each county; the number of male and female teachers licensed in each county to teach common schools during the year, and the average salaries of teachers.

Governor to have published 1,000 copies of general superintendent's reports

SEC. 54. The Governor shall cause to be printed one thousand copies of the annual report of the superintendent of common schools in cheap pamphlet form, of which the superintendent shall send one copy to each of the librarians of the colleges of the State, and one to the State library, one each, to the treasurer, comptroller, and secretary of State, and to such other literary institutions in or out of the State, as he may deem proper, and he shall also send one copy to each chairman of superintendents of common schools in the State, one to each member of the committee of examination in every county, and one to the county court of each county; and the remainder he shall distribute in such other way as he may think best calculated to promote the general cause of education.

Penalty on
State Superin-
tendent for
neglect of
duty.

SEC. 55. If the superintendent shall wilfully and habitually neglect his duties, or shall use his official position for the purpose of propagating sectarian or political party doctrines, he shall be liable to be removed by the unanimous vote of the board of literature:—
Provided, That a written specification of charges with the names and address of those preferring them, shall be delivered to him thirty days before his trial, and he shall be allowed to adduce evidence and be heard in his defence. In all such cases, a record of the proceedings, and of the charges and answer, shall be made by the board of literature, and be subject to the inspection of the General Assembly. And in case of his removal, death, or resignation, the board of literature shall appoint another for the residue of the unexpired term.

Vacancy fill-
ed by literary
board.

SEC. 56. The State Educational Association shall have published, under its auspices, a monthly periodical to be called “The North-Carolina Journal of Education,” to be conducted by such persons, and on such terms as it or its authorized committees may see fit—and the first name of the Board of Editors shall be the superintendent of common schools for the State, who shall publish in said Journal such of his official decisions as he may deem of general interest, his annual letter of instructions to committees of examination, extracts from his annual report to the Governor, such suggestions as he may deem important, with explanations of the duties of his subordinate officers, and once in every two years, a digest, with index and notes, of all the laws in force in regard to common schools.

Notice of
meeting of
Association

SEC. 57. It shall be the duty of the superintendent of common schools for the State, to notify the chairmen of the boards of superintendents of common schools, and the examining committees, and the president and directors of the literary fund, at least fifteen days in advance, of the time and place of each annual meeting of the association, to make an annual address before it, setting forth the condition, wants and prospects of the common school system, to aid in directing its deliberations and actions to useful purposes connected with the cause of general education, and to exert himself to prevent any sectional, sectarian or political bias in its proceedings.

NOTE.—The State Superintendent is to prepare, and have printed and sent out suitable blanks for the use of his subordinate officers; and is invested with the implied responsibility of attending the meetings of the legislative committee on Education, and of seeing to all necessary modifications of and additions to the laws in relation to common schools.

The spirit of the law requires him, also, to keep himself carefully informed in regard to the character of school books, and to use all proper exertions to secure the use of those best suited to the schools of the State.

It is an obligation, resulting from his position, to constitute his office a school for the instruction of all subordinate officers, and to systematize, direct and stimulate the exertions of these local agents; and he should also use such means as are at his disposal for the dissemination of useful educational statistics and information among the people.

Revised
Code Chap.
66, Sec. 95.

Acts of
1860-'61,
Chapter,
Section 6.

Acts of
1860-'61,
Chapter,
Section 5.

Not the least duty devolving on him as head of the Common School system, is that of devising and putting in operation appliances for the regular, judicious and constant elevation of the standard of teachers' qualifications; and this one department alone opens up such a wide field of enterprise that no legal phraseology could exactly and fully define its varied requirements.

He is, by necessary implication from the genius of the Common School system, to decide disputes in regard to the meaning of the law, until such cases are determined by the courts having jurisdiction; and while he represents to the world the popular educational interests and character of the State, he should study the progress of other communities, and be prepared to decide on the adaptation of supposed improvements to the circumstances of our own condition.

Division of the School Fund among the Districts—Who may attend school—Subjects to be taught—Disputes in regard to negro blood.

Division by
board of su-
perinten-
dents.

SEC. 58. The board of county superintendents shall divide the moneys arising from the proceeds of the literary fund, and from county taxes among the districts of their several counties, acting under the advice of the general superintendent, and in such a way as to secure as far as possible, equality in facilities for education among all the white children of the county.

Acts of
1856-'57,
Chapter 11,
Section 8,
and Acts of
1858-'59,
Chapter 27,
Section 1.

Notice given
of amount
due each.

SEC. 59. The chairman shall give notice, by written publication at the court house door of his county, of the amount due each school district, soon after the money is received.

What taught
in schools.

SEC. 60. Any branch of English education may be taught in said schools; and all white persons over the age of six years shall be permitted to attend the school of their district, as scholars, and receive instruction. *Provided*, That the children in any one district may, by the consent of two superintendents or committee, attend the schools in any adjoining district.

Revised
Code, Chap.
66, Sec. 41.

When chil-
dren may at-
tend schools
out of their
district.

SEC. 61. No person descended from negro ancestors to

the fourth generation inclusive, shall be taught in said schools; and when questions shall arise as to whether children are descended from negro ancestors within the prohibited degrees, the boards of superintendents may and shall make decisions which shall be binding until the questions are decided by the courts having jurisdiction in such cases, either party having the right to appeal in such cases.

Revised
Code, Chap.
66, Sec. 33.
and Act of
1860-'61,
Chapter,
Section 8.

Districts may be laid off for the benefit of the children of the operatives in Factories, Mines, &c., &c.

Where there
are factories,
shops, mines,
&c., special
districts may
be laid off.

SEC. 62. Whenever it shall be made to appear to the board of superintendents of common schools of any county in the State, that there is in said county a factory, mine or shop, and that there are in the families of the employees of said factory, mine or shop, as many as forty children who are entitled to the benefit of the common school laws, that the said board may lay off a school district, to consist of said employees; and which

Acts of
1858-'59,
Chapter 27,
Section 5.

district shall be entitled to all the privileges, and subject to all the rules and regulations of the other districts of the county.

The School year: when to begin and end.

Sec. 63. For the purpose of rendering the school year more consistent and uniform, it shall be arranged as follows, *to wit*: The boards of county superintendents shall be appointed under the regulations formerly established, and shall hold their office as already prescribed by law, their term of office beginning on the third Monday of April, and continuing for one year, and until others are chosen; Second, The chairman of the board of county superintendents shall be appointed at the time, and under the regulations already established by law: Third, District committees shall be selected by the boards of county superintendents on the third Monday in April in each year, and persons in whose behalf petitions have been presented, and on whom a majority of parents, guardians and voters have united, shall be selected, and all such petitions must be presented before or on the third Monday in April: Fourth, The chairmen of boards of county superintendents shall present their financial statements and vouchers to the committees of finance, or clerks of the county courts, in the manner required by the provisions of the 49th section of the 66th chapter of the Revised Code, on or before the fourth Monday in March: Fifth, The chairmen of the boards of county superintendents shall make their reports to the general superintendent of the State, according to the provisions of the said 49th section of the 66th chapter of the Revised Code, and under the penalties already prescribed by law, on or before the third Monday in April in each year: Sixth, And the general superintendent for the State shall make his annual report, as prescribed by the 58th section of the 66th chapter of the Revised Code, on or before the first Monday in July; and so much of sections 49 and 58 of the 66th chapter of the Revised Code, as comes in conflict with the provisions of this Act, is hereby repealed.

Act of
1860-'61,
Chapter
Section 5.

School year,
how arrang-
ed.

Of chairmen.

Sec. 64. The chairman of the board of county superintendents of common schools shall be allowed to retain not exceeding two and one-half per centum of the moneys which shall pass through his hands, as a compensation for his services.

Revised
Code, Chap.
66, Sec. 29.

Compensation of Officers.

Superintendents. SEC. 65. All county superintendents of common schools may, (at their request,) be exempt while in office, from serving on juries, except in capital cases.

Acts of
1856-'57.
Chapter 11,
Section 12.

Of examining committees. SEC. 66. The boards of county superintendents may, in their discretion, allow such reasonable compensation to members of the committee to examine teachers as they shall deem proper, the pay of each member in any county to be the same.

Acts of
1856-'57,
Chspter 11,
Section 13.

Of clerks and sheriffs. SEC. 67. The clerk shall receive a reasonable compensation for his services, to be allowed by the board of superintendents, and both he and the sheriff shall be paid out of the school fund.

Revised
Code, Chap.
66, Sec. 60.

Special service of chairman; to visit school districts, &c. SEC. 68. The boards of county superintendents of the several counties shall be authorized to appoint their chairmen to visit the school districts of said counties, or any part of them; and each chairman so appointed and acting, shall make a report to the general superintendent, giving him a full account of the character of the schools, the condition of the school-house, and of the progress of education in the district. And said board may allow such visitor such compensation as they see fit.

Acts of
1856-'57, Chap.
11, Sec. 16.

North-Carolina Journal of Education to be an official organ of the State Superintendent and of the Schools—Digest of the school laws to be published in it every two years.

State Educational Association to publish a Journal of Education. SEC. 69. The State Educational Association shall have published, under its auspices, a monthly periodical to be called "The North-Carolina Journal of Education," to be conducted by such persons, and on such terms as it or its authorized committees may see fit—and the first name on the Board of Editors shall be the superintendent of common schools for the State, who shall publish in said Journal such of his official decisions as he may deem of general interest, his annual letter of instructions to committees of examination, extracts from his annual report to the Governor, such suggestions as he may deem important, with explanations of the duties of his subordinate officers, and once in every two years, a digest, with index and notes, of all the laws in force in regard to common schools.

Act of
1860-'61,
Chapter,
Section 3.

N. C. Journal of Education to be sent to officers and schools, &c. SEC. 70. For the diffusion of necessary information among all the officers and teachers of the common schools, the superintendent for the State is authorized to subscribe for a copy of *The North Carolina Journal of Education*, published under the auspices of the State Educational Association, for each chairman of the county superintendents, for each member of the committees of examination, and for each common school district—the copies for the districts to be sent bi-monthly, or every two months, at half the cost of the monthly edition—to be used by the

Acts of
1860-'61,
Chapter,
Section 6.

committees and filed in the district school houses. And until the chairmen send to the superintendent the post-offices of the committees, which they are hereby required to do as far as possible, the copies for said committees shall be sent to the chairmen to be by them distributed, and the list of said subscriptions shall be paid semi-annually, on the warrant of the Governor, by the treasurer of the Literary Fund.

SEC. 71. A copy of this law shall be published in said *Journal of Education*, as soon as said bill becomes a law, and it shall be the duty of the superintendent of common schools for the State to prepare, as soon as possible, a new digest of all the laws in force in relation to common schools in the State, together with an index, notes and explanations, and to publish the same in one of the bi-monthly numbers of the said *Journal of Education* sent to all the school districts, and to cause five hundred extra copies to be printed for the use of his office.

Act of
1860-'61,
Chapter,
Section 7.

NOTE.—It is provided in the Act incorporating the State Educational Association, that its charter, on trial in the proper tribunal, shall be forfeited whenever it is proved to become a political, sectarian, or sectional society, or to be engaged as a society in propagating doctrines inconsistent with the peace and safety of the State.

NEW COUNTIES.

An Act to provide for the distribution of the proceeds of the Literary Fund among the several counties of the State.

Proceeds of
fund, how di-
vided.

SEC. 72. The President and Directors of the literary fund shall hereafter, in making a division of the proceeds of said fund, ascertain and apportion the sum due to every county which has a regular organization.

Act of
1856-'57.

Counties or-
ganized since
taking the
census.

SEC. 73. Whenever a county may be organized since the taking of the census, the federal population of the new county shall be ascertained, as nearly as practicable, by the chairman of the board of county superintendents of the new county and the chairman of the board of county superintendents of the other county or counties from which it was formed, and in case of disagreement among said chairmen, they shall select an umpire, and the statement thus agreed on shall be transmitted to the president and directors of the literary fund at Raleigh, and shall be there kept on file as the final decision until the next enumeration of the census.

General pow-
er to coun-
ties.

SEC. 74. All counties now existing, or hereafter organized, shall have power, without special legislation, to appoint boards of superintendents of common schools under the regulations provided by law on that subject.

SEC. 75. Any law in conflict with the provisions of this act is hereby repealed.

DECISIONS BY THE STATE SUPERINTENDENT.

Employment of Teachers, &c.

SEC. 41. It has been decided by the Supreme Court of the State, in the case of Taylor vs. School Committee,—(see *Jones' Law Reports*, vol. V., page 98—*Report of Superintendent of Common Schools for 1858*, page—) that the employment of a teacher being in the nature of an appointment to office, cannot be for a term which will run beyond the term of office of the committee who make the contract with him.

Upon the same principle the superintendent has decided that a committee cannot contract with a teacher for a larger amount of public funds than will be due to the district during the period, for which the committee was appointed. If a committee could engage, for a teacher employed by it, money that will not be due until after its term of office expires, it might prevent its successors from having a right to employ a teacher at all at the expense of the public fund. The contracts of committees, however, for other purposes, and coming within the sphere of their powers, will be binding on their successors.

Method of dividing the school fund among the districts.

SEC. 58. The following extract from a circular issued by the State Superintendent, in 1857, gives his views as to the best method of dividing the school fund in those counties where it is impossible to make the districts equal in size, or nearly uniform in the number of children which they contain:

"The mode of division is now left to the discretion of the Board of County Superintendents in each county; and the only legal restriction on their discretion in this matter is that they shall act under the advice of the General Superintendent, and divide the fund in such a way as to secure, as far as possible, equality in facilities for education among all the white children of the county.

The great end to be attained is thus clearly defined by the law, to wit, equality in facilities for education; and it is left to the County Boards, familiar with the character of the counties, knowing their geographical features, the manner in which they are peopled, &c., to decide how this end is to be attained.

It is my duty to advise with you in regard to this important subject; and I desire, in the discharge of this duty, to call your especial attention to certain principles applicable to every section of the State.

In the first place, it must be remembered that it is still necessary, and will always be necessary, to be careful in the arrangement of the districts. Under any system of division of the fund, large districts, intended for several schools, are an evil; and there is an express provision of the law requiring all districts to be of a size not too large nor too small for one school. This provision was inserted two years ago when the school-laws were all re-enacted for the new Revised Code; and

while there may possibly be cases where it cannot be immediately carried out, it is to be enforced as far as the nature of things will permit.

Let each board, therefore, make it a fixed rule to keep a constant eye to this subject, and, as circumstances will permit, make continual efforts to render the districts of the county more compact, more convenient, and more uniform in size.

In the second place, it must be borne in mind that equality in money, among districts or among children, is not always equality in facilities for education.

It is not just to divide equally among the districts or equally among the children. To give to each school the same amount of money operates unfairly to the larger districts; and to divide the fund according to the number of children is unjust to the smaller districts.

For example: It may be necessary, on account of some natural obstacle, as a river, mountain, or swamp, to lay off a very small district with, say 20 children. Now, where there are fifty children in a district, not more than thirty will generally attend school, and the average attendance will not, perhaps, exceed twenty-five. Where there are twenty children, not more than twelve or fifteen will regularly attend. One teacher can instruct twenty-five or thirty scholars as well as twelve or fifteen; and therefore where twenty-five or thirty scholars attend a school, only one teacher is needed, and where only twelve or fifteen attend, one teacher still is needed. But if the fund were divided equally among the children, or according to the number of children, the school could be kept open twice as long in the large districts as in the smaller, and the facilities for education to the children in the former be twice as great as to the children in the latter.

The proper course, therefore, is as follows: Let all the districts be laid off as nearly equal as circumstances will permit, and never too large for one school. Then, when it is necessary, as it frequently will be, to have a few very small districts, let the children in these be considered as amounting to some given number, say thirty, thirty-five or forty.

That is to say, allow each district to be considered as containing a certain number of children, whether it actually has that many or not. The board in each county can fix its own number: I suggest that it be not less than thirty nor more than forty or forty-five.

If, for instance, the number be thirty-five, then, if there be two districts containing less than thirty-five, each one would, in the division of the fund, count thirty-five; and then let the fund be divided according to the number of children. In this case the districts containing less than thirty-five children, would each draw the amount due to thirty-five children—and all containing over this number would draw according to the number of children.

I urged this method of division on the Boards of County Superintendents several years ago; and wherever it was adopted, it gave satisfaction, and, in one instance, put an end to disputes which had lasted for a long time and caused a good deal of injury."

What may be taught in the Common Schools.

SEC. CO. The first and leading object of the Common School system

DIGEST OF SCHOOL LAWS.

is to furnish opportunities for an elementary, English education to all the white children of the State—and it was therefore, expected by the framers of the law, that the studies known as the Classics, would be introduced into these schools.

Comparatively few, in any district, would wish to pursue these studies; and if they were taught there would probably be complaints that the teacher did not pay proper attention to the English branches in which the great majority are interested. It is, therefore, decided by the State Superintendent that Latin and Greek cannot be introduced as a part of the course of study in the Common Schools, unless by the general consent of the parents in districts concerned.

This decision does not imply the idea that only the most elementary branches of an English education are to be taught in the Common Schools—but on the contrary it is urged that the range of practical studies should be constantly widened, and the instruction given be as thorough as possible.

Who may attend the Common Schools.

SEC. 60. The language of the law in section 60th is somewhat ambiguous as far as it relates to the persons who may attend school—but the doubts caused by the loose wording of this clause, are dissipated by the language of other sections, and by the whole spirit of the Common School system.

That the system is intended for the benefit of minors between certain ages is obvious from the terms used in sections 32nd, 37th, 53rd, 60th, &c., &c.; and it is hence decided that persons over 21 years old cannot attend school, without the consent of the parents of the district.

When the children, between the ages of 6 and 21 years, do not fill the school, and the people of the district are willing, persons over 21 years old might attend.

Compensation of Chairmen.

SEC. 66. The chairman of the Board of County Superintendents being, *ex-officio*, chairman of the Examining Committee, is entitled to the same compensation, for services on the committee, that is allowed to other members.

When a chairman is appointed a school visitor, and allowed compensation, this is not to affect his commissions as chairman, unless by special contract.

—USELESS KNOWLEDGE.—As gold which he cannot spend will make no man rich, so knowledge which he cannot apply will make no man wise.

From the Southern Monthly.
SOUTHERN SONG OF FREEDOM.

BY MISS MARY M'INTOSH.

Freedom—freedom for the South !
 For the land of Washington—
 No home more famed for mighty deeds
 The sun e'er shone upon.

Freedom—freedom for the South !
 For the land of Jackson brave,
 Who hurled the dread invader back
 His native land to save !

Freedom—freedom for the South !
 For the land of gallant Clay—
 He whose magic voice erstwhile
 Swept the gathering clouds away.

Freedom—freedom for the South !
 For our Calhoun's native land—
 Still his fearless spirit speaks
 Unto Freedom's struggling band.

Freedom—freedom for the South !
 For the land of patriot dust—
 We will battle for the right,
 We will put in God our trust.

A NEW KEY.

"Aunt," said a little girl, "I believe I have found a new key to unlock people's hearts, and make them so willing." "What is the key?" asked her aunt. "It is only one little word; guess what?" But aunt was no guesser. "It is *please*," said the child, "aunt, it is *please*. If I ask one of the great girls in school, '*Please* show me my parsing lesson.' she says, 'O, yes!' and helps me. If I ask Sarah, '*Please* do this for me;' no matter, she'll take her hands out of the suds and do it. If I ask uncle, '*Please*,' he says, 'Yes, puss, if I can;' and if I say, '*Please, aunt,'*'— "What does aunt do?" said aunt herself. "O! you look and smile just like mother; and that is the best of all," cried the little girl, throwing her arms round her aunt's neck, with a tear in her eye.

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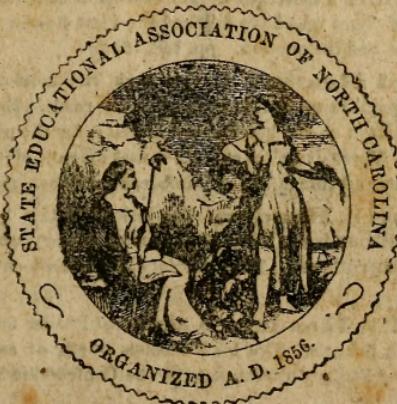
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THE NORTH-CAROLINA JOURNAL OF EDUCATION.

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JULY, 1863.

No. 4.

CIRCULAR.

TO THE AUTHORITIES AND PEOPLE OF NORTH-CAROLINA.

The most important question now before the people of the Confederate States is: How shall the Independence of the Country be achieved? Intimately connected with this subject, and next in importance to it, is the manner in which the soldiers of freedom are to be rewarded, and their families sustained; and to this great matter I wish to call the attention of all classes of the people of North-Carolina.

It has been necessary for the defence of the country to call a very large number of its male inhabitants to the field; and in this way many poor families contribute all their earthly means and hopes to the common cause. A large proportion of our heroic soldiers were the sole worldly dependence of their families; and when they die or fall in battle, their wives, children and parents have, in our emphatic sense, given their earthly all to the country. This class of persons is most deserving of honor and sympathy of any others.

The common soldier has no hope of distinction or promotion in the army, whose success depends so materially on his courage, obedience and fidelity; his pay would not support a single person, and when he falls his very grave is unknown even to his friends, and his name has no place in those records which his valor and patriotism help to render illustrious.

When, therefore, at the call of his country, he tears himself from the home of his heart, from weeping wife and children, whom he

may never see again, he leaves the dearest objects of his earthly affections, without worldly support, and goes forth to meet the storm of battle, and fill a grave that his loved ones will never see, from a stern and sacred sense of duty alone ; and when he falls on the field of carnage, or wastes away with disease or wounds far from the humble circle where alone he is known and cared for, what unspeakable emotions of tenderness and anxiety for the helpless ones who leaned on him for support, swell within his manly breast as its life ebbs away !

How many soft, sad, tender voices mingle, unheard, with the rude alarms of the battle field : the dying thoughts and prayers of unknown heroes for the dear dependent ones who, in humble homes, far, far away, watch for faces they will never see again ! With every shout for victory there go up to Heaven the last, strong, fervent petitions of many who have purchased the triumph with their hearts' blood for its protection of those who are thus bereaved of earthly support ; and will not God hear these prayers in behalf of the widow and the orphan ? The glorious Ruler of the Universe reveals Himself to us as ever watching over these with peculiar tenderness and care ; and He has repeatedly denounced His displeasure on the nation that permits them to cry in vain for Justice.

It is the duty and the interest of every nation to provide for this class of people ; but if they are neglected by a christian public for whose independence they were made widows and orphans, must it not expect the certain retributions of a righteous God ?

How are we to provide for the vast number of persons rendered helpless by the war ?

If the State undertakes, permanently, to feed and clothe them, it will be a burden which no nation can sustain ; and such a course, as a fixed policy, would be eminently unjust, for it would lower the rank of the beneficiaries, and in the end affix on them the stigma of paupers.

Thus, in time, the very class intended to be benefited would be degraded ; and the descendants of the heroes of this great Revolution would be an unprivileged and despised class in the very country whose Independence was, under God, bought by their fathers' blood.

The Just Arbitor of Nations would be sure to meet such conduct with appropriate rewards ; and the ignorant and enslaved masses would, in the end, become an element of combustion and destruction to those who had made the Revolution in which their ancestors were the great actors, a means of degrading their posterity.

What then is to be done ? All that can be asked, all that can

be desired, is to see to it that the children of the heroes of this war are made virtuous, and self-sustaining, equal in society to all others, with the road to all the honors of the State as open to them as to others.

This would relieve the State of an immense and ever increasing burden—it would render society more secure and happy, would enrich the country and cause the face of nature to smile from the energy, enterprise and intelligence of a free and self-respecting people, and would, through their children, confer the best, the most lasting and most honorable remuneration a grateful nation could make, on the patriot heroes of the war.

Various plans have been adopted, by the benevolent, for the proper education and training of a portion of the youth of the country made destitute by this tremendous struggle; and the liberal contributions to these schemes indicate the sense of the community in regard to the justice of the cause.

But all of these plans together, however successful, will be able to benefit only a small minority of a class equally deserving; and no private or denominational enterprise can fully accomplish the end in view.

The system, to benefit all, must be as common and universal as the dews of Heaven; and as the State alone can undertake such a scheme, it becomes its duty to enter upon it.

The Common Schools furnish an admirable foundation for such an enterprise; we have in it a system which, at a very small cost, furnishes the means of a primary education to every white child in the State.

It has already accomplished a glorious work in North-Carolina; it has, under Providence, been a means of infusing that life and vigor into the masses of our people which have, in the last few years, covered the State with improvements, with Colleges and High Schools, and which have made the name of North-Carolina glorious in the present struggle.

In a recent National Convention of teachers and friends of education the high honor was done to our State of recognizing her as the undisputed leader in the great cause of education in the Confederate States; and to the Common Schools is due the credit of pushing forward the State to this position. The machinery of the system has been rendered consistent and efficient—it has a large, permanent endowment, and it has been put in active operation in every part of the State.

It is now in a condition to build upon; and what it needs to render it complete is a system of graded and higher schools in connec-

tion with it to prepare persons for usefulness as teachers and in other employments.

The necessities of the country have opened the way for these higher schools; and now is the time to complete the common school system, and to make it a means of special benefit to young men disabled in the public service and to the children of indigent soldiers; and the President and Directors of the Literary Fund have resolved to recommend a plan for this purpose to the earnest attention of the Legislature. The scheme proposes that in addition to the annual distribution from the Literary Fund for Common School purposes, an additional amount shall be appropriated to such counties as shall raise a like or greater sum by taxes: the amount to be employed in supporting graded or higher schools for the education of disabled soldiers, and the indigent children of those who have entered the army, for teachers and for other useful and honorable occupations.

If the schools are not filled by this class, they will be open to all others; and all will be entitled to send their children, on the payment of tuition.

They are to form part of the Common Schools; and carried on in this connection, their benefits may be equally diffused over the whole State, and they will constitute by far the most economical and useful system of high schools that can be established.

The plan was brought before the State Educational Association at its recent annual meeting in Lexington; and that body unanimously passed resolutions commending the system as the most practicable plan for the permanent relief of the families of soldiers yet devised, and eminently worthy of the favor of the people of the State. The Association was, also, impressed with the belief that now is the time to act; and as the Legislature will not meet till late in the Fall, I was instructed to lay this plan, and the action of the Association, and that of the Literary Board before the County Courts, and to inaugurate such other incipient measures as I might deem expedient for the accomplishment of the great work desired.

I will, therefore, appoint some citizen of each county, to bring the subject more specially to the attention of the authorities and of the people; and he will be authorized to receive donations from individuals, and to hold them until there is occasion for their employment. It is not necessary to go into details of the method of conducting these schools, until the Legislature has acted in the premises: it is only important for the public to be now informed of the general plan, which is simple, practicable, general and every way beneficent.

It commends itself to all who are interested in the welfare and prosperity of the State ; and it appeals powerfully to the sympathies, to the gratitude and to the christian instincts of the good and the benevolent.

Let it not be said that this is not the time to act : *now* of all others is the most appropriate and the most important season for exertion in all the moral agencies of Society.

Liberty and independence are not only preserved, but they are gained by moral power ; it is this that sustains a people of inferior numbers against superior physical forces, for it creates and fosters that courage and those virtues which rise superior to all circumstances and which can be overcome only by the extermination of those to whom they belong.

Whatever tends to render home desirable increases the heroism and determination of those who defend it ; and with a very large portion of the brave soldiers of the Confederacy the only stake in this struggle is the moral and social condition in which it is to leave their families.

But, besides all this, the demoralizing influence of war is great ; and the very time to meet this tendency is while it is exerting its power.

We have an armed and active enemy not only on our borders, but in the bosom of every society ; and if it would be an absurd and fatal stroke of policy in our generals to retire from the field, to wait till the armies of the national foe had completed their work, and were withdrawn, what shall be thought of the leaders in the moral world who deem it imprudent to meet the powers of darkness as long as they are armed for the conflict ?

Obstare principiis is a maxim of wisdom more applicable to the domain of morals than to that of physical forces ; and to withstand the beginnings of evil is the most effectual way to accomplish good.

Let it be added to all these considerations that a glowing patriotism marks such revolutions—enterprises intended to promote the public welfare are more readily appreciated by the masses—and the popular mind, roused to unusual energy, is more daring and enters with less hesitation than at other times, on important undertakings.

The feelings of the public are now more actively enlisted in behalf of the class to be benefited by the scheme herein proposed than they ever will be again ; and the good and patriotic have golden opportunities which may not again return.

This is the seed time for the friends and the enemies of human progress—it is one of these formative periods when the destiny of centuries is fixed by the action of hours.

People of North-Carolina, of this glorious land, so long the abode of a free, virtuous and happy community, I appeal to you in behalf of your own best interests and in the name of that posterity whom you would have to bless your memory! This is a day of trial in more senses than one: our moral manhood is now subjected to tests that will prove our true character before the world and for all coming time.

The legions of the northern tyrant are not the only enemies to our peace and liberties: our independence is but half secured when we are delivered from external foes.

Let us, with humble trust in God, grasp the future with that forecasting statesmanship which characterized the men of '76—let us be united among ourselves, and let us remove every real cause for intestine dissensions—let us be just to those gallant and devoted men who are contributing their all to the country's cause, and let us demonstrate to the world the slanderous character of those charges which arraign us as a people of inferior civilization.

Our duty, our domestic peace and security, our greatness and prosperity, our honor and glory all lie in one direction; and we are called on by every motive which can touch our pride, our sympathies and our christian principle to go forward in the work herein suggested.

It has been said that the first movement reared to the heroes of this revolution, should be a lofty shaft of spotless marble to the memory of the nameless dead who fill the unknown graves of our battle fields: a more glorious tribute to their services is herein proposed, and one that is calculated to perpetuate the name and memory of every private who served in the ranks of North-Carolina's armies, in the respectability and usefulness of his posterity.

It is proposed to build living monuments to these heroes by causing the light of science and religion to shine upon the immortal souls of their children; and the country that so acts will never be wanting in true hearts, brave arms and well-directed genius to develop its resources, to defend its honor and to illustrate its name and character.

The character of those who will solicit contributions to the cause I propose will be a sufficient guarantee that all donations will be sacredly applied to the purposes intended, or returned if contingencies not anticipated, should defeat this noble enterprise; and they and the cause they represent are earnestly pressed on the attention of every patriot and christian in North-Carolina.

C. H. WILEY,
Sup. Com. Schools of N. C.

STATE EDUCATIONAL ASSOCIATION OF N. C.

PROCEEDINGS OF THE EIGHTH ANNUAL MEETING.

LEXINGTON, N. C., August 8th, 1863.

The Association met, according to the appointment of the Executive Committee, at 8 o'clock, P. M.

The meeting was opened with prayer by Rev. F. H. Johnston, of Lexington.

The President, Mr. S. Lander, of Lincolnton Female Seminary, then delivered the usual annual address, in which he discussed the duties and difficulties of the teacher's profession, and the necessity for united effort on the part of all who would raise the standard of education to its proper level.

On motion of Mr. C. W. Smythe, of Lexington Classical School, the thanks of the Association were tendered to the President for his interesting address, and he was requested to furnish to the Secretary a copy for publication in the North Carolina Journal of Education.

The Association then proceeded to the enrollment of members present, and the election of new members.

List of Delegates in attendance.

Alexander.—Rev. F. A. Belcher.

Cabarrus.—James Campbell, W. M. Coleman.

Davidson.—Dr. R. L. Payne, Gen. J. M. Leach, Jno. Hanes, A. C. Hege, N. Parks, J. P. Stimson, John A. Brown, Ed. Stimson, Mrs. C. H. Johnston, Miss Mary Hargrave, Mrs. R. Hargrave, Miss J. Hargrave, Mrs. L. L. Leach, Mrs. R. L. Beall, Miss Jennie Payne, Miss Mary Payne, Miss Lizzie Greenfield, Miss Mary L. Leach, Miss Laura Hargrave, Mrs. M. Weir, R. A. King, Mrs. R. A. King, C. W. Smythe, Mrs. C. W. Smythe, Rev. F. H. Johnston, Dr. R. L. Beall.

Gaston.—W. M. Abernathy.

Guilford.—Rev. C. H. Wiley, N. Hiatt, J. D. Campbell.

Lincoln.—S. Lander.

Rowan.—E. P. Hall, S. H. Wiley.

Sampson.—J. C. McLeod.

Wake.—Miss Mary S. Gilpin, W. J. Palmer.

On motion, Messrs. C. W. Smythe, Dr. R. L. Payne and Nathan Hiatt were appointed a committee to prepare business for the consideration of the Association.

The election of officers was, on motion, made the first order of the day for Wednesday 19th, and Messrs. S. H. Wiley, A. C. Hege, and James Campbell were appointed to make the usual nominations.

On motion of Mr. W. M. Coleman, a committee of three was appointed to select a question for discussion for to-morrow. The committee, Messrs. W. M. Coleman, J. M. Leach, and W. M. Abernathy, after having retired a few moments, reported the following question which was adopted: What are the duties of a teacher?

Mr. C. W. Smythe moved that a committee of three be appointed to prepare an address to the teachers and people of the State, urging upon them their responsibility in the present crisis: the motion was carried, and Messrs. Johnston, Smythe, and J. D. Campbell were appointed as the committee.

The committee on business then made a verbal report, after which the Association adjourned to meet again to-morrow morning at 8 o'clock in the Court House.

WEDNESDAY, Aug. 19th, 1863.

The Association met at the appointed time and place, and was called to order by the President.

The meeting was opened with prayer by Rev. Mr. Johnston.

Several new names were proposed and elected to membership.

The house then went into the election of Officers for the ensuing year, which resulted as follows:

President.

Prof. J. D. CAMPBELL, Editor N. C. Journal of Education, Greensboro.

Vice Presidents.

Rev. F. H. JOHNSTON, Lexington.

Rev. W. B. JONES, Warsaw.

Rev. R. N. DAVIS, Lincolnton.

Mr. Luke BLACKMER, Salisbury.

Prof. W. C. DOUB, Greensboro Female College, Greensboro.

Mr. W. M. COLEMAN, Concord.

Recording Secretary.

S. LANDER, Lincolnton Female Seminary, Lincolnton.

Corresponding Secretary and Treasurer.

WILLIE J. PALMER, Principal N. C. Institution for the Deaf and Dumb and the Blind, Raleigh.

On motion of Mr. W. M. Coleman, a committee was appointed to select a question for discussion at the next annual meeting: Messrs. Coleman, E. P. Hall, and S. H. Wiley were constituted the committee.

On motion of Mr. N. Hiatt, it was

Resolved, That a committee of three be appointed to prepare an address to the Committee-men and other County Officers of our Common Schools, urging them to a more faithful discharge of their duties, and making some suggestions in regard to the interests of our education system. Messrs. S. H. Wiley, N. Hiatt, and W. M. Coleman were appointed as the Committee.

On motion of Mr. C. W. Smythe, it was

Resolved, That the Examining Committees in the several counties be requested to raise the standard of scholarship required for common-school teachers by rejecting those not qualified.

On motion, the order for the forenoon was postponed till the afternoon.

The Secretary read a letter from Adjutant-General D. G. Fowle, declaring that "Professors of Colleges, Teachers of Academies, one Editor and a reasonable number of compositors, are exempt from service in the Guard for Home Defence, except when called on to serve in their own county."

On motion, the house took a recess to half past two.

AFTERNOON SESSION.

The Association met at the appointed time, the President in the chair.

The President announced the order for the hour, the discussion of the question, which, however, was postponed until to-night.

On motion, Rev. Messrs. C. H. Wiley, F. A. Belcher, and F. H. Johnston were appointed to report subjects for premium essays for the ensuing year.

On motion, Messrs. F. H. Johnston, W. J. Palmer, and C. H. Wiley were appointed to propose the names of suitable persons to represent the Association in the National Association.

Rev. C. H. Wiley, having been called on for the purpose, made a very interesting verbal report of the most prominent proceedings of the National Educational Convention held in April last at Columbia, S. C.

A desultory discussion then arose against the policy of reprinting foreign elementary text-books, in the course of which, information was elicited that a member of the Association had been guilty of republishing, in violation of his pledge, a primary text-book which had its origin in one of the New England States:—and, on motion, the Corresponding Secretary was directed to write said member a note informing him of our total disapprobation of his course.

On motion, Messrs. J. C. McLeod, F. H. Johnston, and W. M. Coleman were appointed to prepare an address to the parents and teachers of the State on the subject of text-books.

On motion, Mr. N. Hiatt's resolution, this morning, was reconsidered, and the following was adopted as a substitute for it.

Resolved, That the Superintendent of Common Schools of the State be requested to issue an address to the people of North Carolina in regard to the importance of keeping in vigorous action our educational system; and that he be instructed to make special appeals to all concerned in behalf of the Common Schools and to urge on the part of the teachers and officers a more faithful effort to increase their efficiency and usefulness.

The President then announced the Standing Committees for the ensuing year, as follows:

On Common Schools.—Rev. Calvin H. Wiley, Nathan Hiatt, John Hanes, John Elliot, W. J. Yates.

On Journal of Education.—J. D. Campbell, Rev. C. H. Wiley, C. W. Smythe, S. H. Wiley, S. Lander.

On Lectures.—S. H. Wiley, W. F. Alderman, Rev. F. A. Belcher, J. M. McLeod, W. M. Coleman.

On Educational Statistics.—Rev. C. H. Wiley, E. P. Hall, Dr. R. L. Beall, D. S. Richardson, J. P. Ross.

On Military Schools.—Gen. J. M. Leach, Rev. F. H. Johnston, Rev. T. M. Jones, D. A. Davis, W. B. Jones.

Auditing Committee.—S. H. Wiley, Nathan Hiatt, C. W. Smythe.

The Committee on Journal of Education made a report which was accepted.

The Treasurer was authorized to pay an account for printing the call for the National Convention at Columbia, S. C.

On motion, Messrs. C. H. Wiley, W. J. Palmer, and J. M. Leach were appointed to report some plan for providing for the educational wants of the indigent children of deceased and disabled soldiers.

On motion, the house took a recess till 8, P. M.

EVENING SESSION.

The Association met at the appointed hour, the President in the chair.

The question for discussion, "What are the duties of Teachers?" was taken from the table, and discussed at some length, Messrs. C. W. Smythe, S. H. Wiley, F. A. Belcher, J. C. McLeod, and C. H. Wiley participating.

On motion, after prayer by Rev. Mr. Belcher, the Association adjourned to 8 A. M. to-morrow.

THURSDAY, August 20th, 1863.

The Association met according to appointment; and, the meeting having been opened with prayer by Rev. C. H. Wiley, the proceedings of yesterday's sessions were read and approved.

The committee on subjects for Premium Essays reported the following as the subjects for the ensuing year, which were adopted;

1. On the proper construction and furnishing of Common-School houses.
2. On the importance of County Associations of Teachers.
3. On the obligation of teachers to use efforts to enlighten the community in regard to its interests and duties on the subject of education.
4. On the relative obligations of teachers and parents toward each other.

The committee on the education of soldiers' children made the following report, which was adopted:

Your committee have heard that the Literary Board have agreed to recommend to the Legislature the following additions to our Common School system, to-wit:

That an additional appropriation from the proceeds of the fund, say 25 per cent., be made to those counties which will lay a tax of an equal amount, this sum to be used in supporting graded or higher schools in connection with the common schools, for the education, for teachers and for usefulness, of the children of indigent soldiers, and of such others as may pay a moderate tuition.

Your committee are of opinion that this is the most practicable plan for affording a permanent relief to the families of soldiers of which they have yet heard: and they recommend the passage of the following resolutions:

Resolved, That we most cordially approve of the above plan.

Resolved, That a copy of this report and of these resolutions be sent to the President of the Literary Board, and that Rev. C. H. Wiley be appointed to lay them before the Legislature and to press on that body the importance of immediate action on the subject.

The Secretary offered the following additional resolution, which was adopted:

Resolved that in the mean time we will feel our obligation to provide for the wants of such children in a private way to the utmost of our ability.

The following additional resolution was also adopted:

That the Superintendent of Common Schools be requested to lay this action before the several county Courts of the State.

The committee on Delegates to the Educational Association of the Confederate States reported the following as suitable persons to represent the Association in that body. The committeemen having been added to the number, their appointment was duly confirmed.

J. D. Campbell, D. S. Richardson, S. Lander, C. W. Smythe, Rev. F. A. Belcher, J. C. McLeod, W. M. Coleman, R. Sterling, Rev. T. M. Jones, Rev. Ch. Philips, F. M. Hubbard, Rev. B. Craven, Dr. J. L. Kirkpatrick, Nathan Hiatt, D. A. Davis, S. H. Wiley, E. P. Hall, Rev. R. L. Abernethy, Wm. Bingham, Jas. Campbell, Wm. Abernethy, S. D. Wallace, L. A. Paschal, Rev. Wm. Closs, Rev. R. W. Davis, W. M. Wingate, Gen. J. M. Leach; Committeemen, Rev. F. H. Johnston, W. J. Palmer, Rev. C. H. Wiley.

On motion of Gen. Leach, it was

Resolved, That the thanks of the Educational Association of the State are hereby tendered to the Rev. C. H. Wiley, General Superintendent of Common Schools, for the faithful manner in which he has discharged his duties; and that this body highly appreciate the zeal and ability shown by him in promoting the cause of education in North Carolina.

The Committee on Text-Books reported an Address to the people which was adopted and ordered to be published.

The Committee on Address to teachers and people were granted the privilege of publishing their address at their earliest convenience without first submitting it to the body.

The Committee on Question for discussion at next annual meeting reported the following, which was adopted:

Should corporal punishment be abolished in our system of education?

The Treasurer made the following report, examined and approved by the Auditing Committee:

Cash received from S. Lander, former Treasurer,	\$ 7.00.
“ “ “ members in Lincolnton,	40.00

Total received,	\$ 47.00
Cash paid out, as per vouchers,	19.37

August 18th, 1863, Cash on hand,	\$ 27.63.

W. J. PALMER, Treasurer.

On motion of Mr. S. W. Wiley, it was

Resolved, That the kind reception and very generous entertainment of the members of this Association reflects great credit upon the liberality and hospitality of the citizens of Lexington at any time, and more especially during these times of trial and difficulty.

On motion, it was

Resolved, That the thanks of this Association be tendered to the various Railroad Companies of the State for their liberality in passing delegates for half fare.

On motion, it was

Resolved, That the thanks of the Association are due to the President and the Secretaries for the faithful, energetic, and impartial manner in which they have discharged their respective duties.

On motion, after prayer by Rev. F. H. Johnston, the Association adjourned sine die.

J. D. CAMPBELL, *President.*

S. LANDER, *Secretary.*

From the North Carolina Presbyterian.

THE CIRCLE.

MR. EDITOR: I have just read an article in the *Charleston Courier* on the Circle, signed by Lawrence S. Benson, Aiken, S. C., in which the writer says: "In my work, *Scientific Disquisitions concerning the Circle and the Ellipse*," I have demonstrated geometrically, logically and scientifically, that the circle is the mean between the circumscribed and inscribed squares. And I have offered one thousand dollars, and am willing to increase the amount to any person who can refute my demonstration.

With this invitation to discussion, a reply to his article cannot be unacceptable to him; and doubtless many of your readers would not be unwilling to examine his investigations, to discover for themselves if there is really any danger of his unsettling a truth which has been settled for centuries, and which has received confirmation and strength from the master intellects of every age. Although most of your readers have little sympathy with that class of thinkers, who aim at unsettling and laying again the foundations of religion or science, yet they may not be averse to the discussion of a proposition in the exact science of mathematics in which error can find no place for disguise. Here the truth is safe. Discussion only serves to place it in a stronger light and give it interest. And if any fail to see it, or confidently mistake it for error, still the discussion may answer a useful end, by discovering to such the weakness of their own understanding. If it cannot make them knowing, it may make them modest.

Mr. Benson, after stating that Archimedes, by taking the arithmetical mean between the perimeters of the circumscribed and inscribed polygons, found the ratio of the diameter to the circumference to be

3.142857,—that other mathematicians give 3.14159265, and that he himself gives 3.4641016, lays down the general proposition, that “the only way to obtain the accurate ratio is to make logical deductions from the correct datum.” This is admitted. Mr. Benson in turn will admit that if either the datum is erroneous or the deductions from it illogical, the conclusion must be wrong. It will only be after *his datum* is shown to be erroneous, and his deductions from it illogical, that he will be asked to yield a point no longer tenable.

He establishes his datum by invoking in its support the great name of an ancient mathematician; and by testing the accuracy of the conclusion drawn from it by experiment. It perhaps did not occur to him, that if he and Archimedes used the same datum, they ought to have arrived at the same conclusion, unless the deductions of the great master were false, which will not be admitted. It will appear more fully in the sequel, that the datum used by Archimedes is not the same as that used by Mr. Benson. So that if the latter can stand at all, it must stand unsupported by the authority of the great name invoked in its behalf. As to the method of establishing it by experiment, he says, “I have tested my theory, based on the above datum, with the truths of science relating to the sphere, cylinder, cone, lunes, &c., and have found a perfect consistency and agreement with them.” As the public know nothing of the tests used by Mr. Benson, they can say nothing of their legitimacy, or the accuracy of their application. It will, however, be giving sufficient consideration to his tests to set off against them the similar tests which Europe and America have made for centuries in the application of science to the practical purposes of life.

The question remains, is the datum correct? Is the circumference of a circle equal to the arithmetical mean between the perimeters of the circumscribed and inscribed squares? It can easily be proved that it is not. For this purpose let r . represent the radius of the circle, then $8r$. will be the perimeter of the circumscribed, and $4r$. into the square root of 2 that of the inscribed square and $2r$. into 2 plus the square root of 2, equal to $2r$. 3.414215, will be the arithmetical mean between them. But it has been proved by an independent process, as may be seen by reference to any elementary work on geometry or differential calculus, that the circumference of the circle is equal to $2r$. 3.15159265. It therefore cannot be equal to the arithmetical mean mentioned. Mr. Benson cannot object that this demonstration assumes the proposition to be proved. It deduces from the datum a conclusion, which contradicts a proposition proved to be true by a previous independent process; hence the conclusion and datum must fall together, unless he can show that the proposition which was contradicted, is itself false. It is

not competent for him to assume a datum, deduce from it a proposition which contradicts a known proposition, and then proclaim to the world that such known proposition is thus proved to be false.

But the question may be viewed from a different stand-point. Let the sides of the inscribed square be parallel to those of the circumscribed. The diameter which is parallel to a side of these squares, makes an angle of forty-five degrees with the common diagonal. Half the sides of the circumscribed and inscribed squares are respectively the tangent and sine of the arc which measures this angle, and the arithmetical mean of these is half the side of a square whose perimeter is an arithmetical mean between the perimeters of the inscribed and circumscribed squares. It is familiar to the student that the arithmetical mean of the tangent and sine of an arc is greater than the arc, and that the excess is an increasing function of the arc. If the arc is increased till the tangent is ten times greater than the sine, the arithmetical mean will be more than five times the sine when the arc is less than twice the sine. As the arc is diminished, this excess is diminished, till both become zero at the same time.

It will now appear that the datum used by Archimedes is different from that used by Mr. Benson, and involves a much less error. Without a statement of the number of sides of the polygons used by Archimedes, it may safely be assumed from the accuracy of his computation that they were at least of sixteen sides. Regarding as before the sides respectively as double tangents and sines of half the subtended arcs, his datum more fully stated would be that the arithmetical mean of the tangent and sine of an arc less than six degrees is equal to the arc. The datum of Mr. Benson fully expressed would be that the arithmetical mean of the sine and tangent of an arc of forty-five degrees is equal to the arc. As the excess of the arithmetical mean increases with the arc, it is obvious that the two data are different, and that the latter involves a greater error than the former.

It only remains to be noticed that Mr. Benson's conclusion was not logically deduced from his datum. The arithmetical mean between the perimeters of the circumscribed and inscribed squares, as above shown, is 3.114215. Mr. Benson makes it 3.4641016. He in fact found the perimeter of a square whose area is a mean between the areas of the inscribed and circumscribed squares, in violation of the familiar principle, that if the areas of squares are in arithmetical progression, their sides or perimeters will not be so.

I have heard of a book written by Archbishop Whately to prove that such a person as Napoleon Bonaparte never lived. His object in writing it was to show that the same arguments that are used by infidels

against the evidences of christianity may be wielded with equal force against the best established facts of history. If the object of the work "Scientific Disquisitions concerning the Circle and the Ellipse," is to extend the idea of the learned divine to the abstract truths of science, the ingenuity of the design may be an apology for this notice.

ADDRESS TO TEACHERS AND FRIENDS OF EDUCATION IN NORTH-CAROLINA.

The undersigned Committee appointed by the State Educational Association to prepare an address to the teachers and friends of Education in North Carolina offer the following :

Teachers of North Carolina.—The laws of our country in this day of her trial have exempted you from that service in arms to which she has summoned her other citizens.

It becomes you to weigh well the obligations under which she has thus placed you, that you may make a proper return. She has not released you as a favor, but has assigned to you a special duty, to watch with unwavering fidelity over the interests of her children.

While our sons, and brothers, and friends are keeping their lonely vigils over us along the borders of our land, or sleeping their last sleep in hundreds of sacred graves, it becomes us to labor that the hearts and minds of the rising race may be so trained that they may not have suffered and toiled so much in vain.

Remember that after the independence of our country shall have been gained it will all be in vain without an intelligent people to watch over and preserve the blessing.

The toil of the soldier, we trust, will soon be over; your warfare can cease only with life. Though your toil may seem silent and obscure, yet your country summons you to your task by the strongest appeals that can come to thinking men. It is your duty to train the youth of the state intellectually, that they may be prepared to take the place of the fallen and carry on the work they have so gloriously begun.

It is your duty to train them morally, that under the blessing of God we may have a people worthy the priceless inheritance we are purchasing.

It is your duty to train them to a manly self-reliance that they may be prepared to trust to themselves and to develop the resources of their native land.

It is your duty to set them an example by encouraging home productions, by fostering a native literature that shall be the product of

truth and manliness, by using the books of our own authors wherever they may be suitable, by encouraging their production and by avoiding, unless as a last resort, all reprints or importations.

It is your duty to stand by your country in this trying hour, by diffusing correct views, by encouraging the wavering and by nerving all to a determined struggle for their rights.

It is your duty by all the means in your power to secure to the children of the fallen or impoverished soldier such an education as shall fit them for useful lives and be some recompense to their parents for what they are now doing for us all.

You may do this by receiving them into your schools, by aiding the enterprises already on the way for their benefit, by awakening the people around you to a sense of their responsibility and by aiding in the movement already initiated to establish a higher grade of common schools, which shall not only be a blessing to the children of the soldier but an invaluable possession to the state.

And to you, parents and friends of education, we appeal by all these considerations and by every motive that can actuate an intelligent and brave people to stand by and foster your means of education.

We appeal to you to sustain your common schools, the ripe fruit of so many years of labor. Let them not be neglected, but if possible, let them be improved. Let every humble school house send forth the hum of childish voices, for there the true foundations of our prosperity are to be laid.

See to it too that the men who teach our children are men who honor themselves, their country, and their God.

See to it that the children of your soldiers are educated, that the sacrifices which their parents are making may not go unrewarded and the blessings for which they are striving may be perpetuated.

Let the anxious sentinel feel as he paces his lonely round, and his thoughts turn to his little ones at home, that there are those who will watch over them and take care that they do not suffer neglect.

We appeal to you also to sustain all the efforts making to supply our schools with home productions, that a home literature may be produced and our shameful dependence upon alien states may be cast off forever.

Finally we appeal to you to lend every effort to sustain our beloved land in its struggle for freedom, by diffusing correct views, by lending cheerfully a helping hand to everything that will aid its cause, by striving that dissension may cease, knowing that when the day star of peace shall shine upon us then with increasing vigor all our institutions will put on new life, and a day of unclouded prosperity will dawn upon us.

Remember, too, that peace without independence has no promise of

good to us, but of unhallowed ill. Quit yourselves like men, men who their rights and duties know, and knowing, dare maintain them.

F. H. JOHNSTON, } *Com. of the N. C.*
C. W. SMYTHE, } *State Educational*
J. D. CAMPBELL, } *Association.*

ADDRESS TO PARENTS AND TEACHERS.

The undersigned Committee have been appointed by the State Educational Association of North Carolina to prepare an address to Parents and Teachers upon the subject of Text-books.

In the performance of the task thus imposed upon us, we feel it to be our duty to speak out plainly, the sentiments of the State Association, and also, of very many able and faithful teachers and instructors amongst us, and to fix these, if possible, in the minds and hearts of parents and teachers at large.

The views to which we allude are these: That it is highly expedient that Text-books of Southern authorship and manufacture be used in our schools and co'leges—when suitable ones can be found; and that we should discourage and frown upon all attempts to *import* or *republis*h any foreign text-book, when works equally valuable may be had at home.

The reasons for such a conclusion are obvious and will be multiplied by reflection. We think it proper, however, to state a few which present themselves most naturally, and earnestly beg the public to consider them well; to see if they be reasons and to act accordingly.

We disclaim at the outset any intention to convey the idea that literature, in the highest sense, is sectional or national, believing that it is an effort of the race to reach something nobler and holier, and, as such, not addressed to us as socially determined, but as belonging to the common Brotherhood of Humanity.

We would urge, notwithstanding,

First, That *Southern writers are best fitted to prepare Text-books for Southern use.* They are penetrated with the spirit of our institutions, acquainted with our habits, our modes of thought, our social relations, &c.; hence it is evident that they can so express themselves, that pupils will more readily understand and appreciate lessons in such books, than in those whose writers are destitute of such advantages. Take but one example, for we must be brief. Take for instance the mass of books which have been in common use for children, when the exercises and illustrations are taken from the harbor, the crowded thorough-

fare, the commercial mart, and such like scenes with which our children, generally, are not familiar, and which are so uninteresting and irksome to them. How different the impression, how much happier the effect, were these exercises and illustrations taken from the scenes of rural life in country and in village, from our fields of corn, our breadths of wheat, our harvest festivals; from the associations of farm life and its repose; from the mill, the school-house, the quiet church on the hill, the graveyard hard by, and a thousand things which would suggest themselves to a writer of good judgment. But our limits prevent us from developing the idea further.

Another reason we adduce for consideration is this: That the *present time*, if any, is *the most favorable* for carrying into effect plans which contemplate the creation of a home literature, particularly in the department of primary education. We are shut out from the foreign world, and especially from that source on which we have hitherto relied almost exclusively, for the supply of Text-books on all the branches of education. If we are ever then to have text-books of our own production. Providence never granted to us a more golden opportunity, and if the support of our people is not withheld, the difficulties which embarrass the speedy manufacture of books—such as the scarcity of paper, printing facilities, &c., will be the more readily met and overcome, and capital will be risked in the enterprise with far less fear of failure. All that is wanted, is the assurance of patriotic and faithful support on the part of those who are truly interested in this whole subject, the teachers, parents and guardians of the youth of our land.

Our *third and only other reason* we feel bound to mention is a moral one. If we have forever cast off all political association with the people who are now invading our country with fire, and blood and remorseless cruelty, who deny to us the right to govern ourselves, to cherish and defend our own institutions, and even to *think for ourselves*—according to conscience and the word of God; then we submit it to the candid judgment of every lover of his country in this trying hour, whether it would not be degrading to us in the extreme to suffer ourselves or our children to depend on them any longer for the means of mental and moral culture? Would it not be, to say the least, highly inconsistent in us as a people, to use the *reprints* of *their* publications, who have, for years past, while we were drinking at their fountains of knowledge, been proclaiming us to the world as an *ignorant, rude and barbarous* people? Does it not reflect severely on the intelligent patriotism of our people, as true and as noble as ever breathed on earth, thus to patriouize the people that are straining every nerve to crush us beneath the heel of despotic power? How does it

present our character for consistency in the eyes of the civilized world to see alongside the same bulletin that proclaims a glorious victory over our foe, won at the cost of our most precious blood and the anguish of heart of our mothers, wives and sisters, the advertisement of a reprint of Webster's spelling book, or some other successful Yankee speculation? Let us, if possible, correct this thing. We feel certain that such reprints of Northern text-books have been made and encouraged for the most part without proper reflection by our people, and by a desire to meet the pressing demand for books. But there is really no necessity for this. It is as easy to print our own books as it is to reprint Northern publications; and honor and patriotism demand that the preference be given to Southern books which in point of excellence, every way, are better adapted for our people than any others.

May we not hope that this appeal will not be lost on the impartial and enlightened judgment of our people, and especially the teachers and parents of our State and the Confederate States.

J. C. MCLEOD,
F. H. JOHNSTON, } Committee.
W. M. COLEMAN,

Coleridge says that there are four kinds of readers. The first is like the *hour-glass*; and their reading being as the sand, it runs in and out, and leaves not a vestige behind. A second is like a *sponge*, which imbibes everything and returns it in nearly the same state, only a little dirtier. A third is like a *jelly bag*, allowing all that is pure to pass away, and returning only the refuse and dregs. And the fourth is like the slaves in the mines of Golconda, who, casting aside all that is worthless, retain only pure gems.

Speak to be understood as well as to be heard. Words ought to be like grains of gold,—valuable, though not bulky.

Don't have too many "irons in the fire,"—better do one thing thoroughly than half a dozen superficially.

Resident Editor's Department.

MEETING OF THE ASSOCIATION.—The proceedings of the eighth annual meeting of the State Educational Association will be found in the present number of the Journal. Although this is the number for July, it could not be issued until after the meeting, which occurred in August, for want of paper.

The meeting was pretty well attended, and the business was all transacted with energy and harmony.

We would call special attention to the two addresses, from committees of the Association, which will be found in this month's Journal. They should be read with attention, and their suggestions carried out in practice.

The discussion of the question, "What are the duties of the teacher?" was animated and interesting, and it would have been well if every parent and every teacher in the State could have heard it.

NATIONAL ASSOCIATION.—The following circular postpones the meeting of the National Association; but we desire to call attention to the appointments of delegates, to be found in the proceedings, all of whom we hope will attend whenever the meeting is called, and that all others who can will be present.

CIRCULAR.—EDUCATIONAL ASSOCIATION OF THE CONFEDERATE STATES OF AMERICA.

This Association, at its meeting, in April, resolved to hold its next meeting at Atlanta, Georgia, on the first Wednesday in September. The state of the country very different from what it was anticipated at that time, forbids the expectation of a general attendance of the teachers and the friends of education; and many of them have expressed the opinion that the purposes of the Association would be best subserved by postponing the meeting. Concurring in these views and believing that they express the general judgment, I deem myself authorized to announce that the meeting of the Association is POSTPONED to some future day, of which due notice will be given in the public prints.

J. L. REYNOLDS, D. D.,

President of the Association.

DELAY.—For some months we were unable to procure any paper for the Journal, and therefore its publication was temporarily suspended; but we have now enough on hand to carry it through the year, and we hope to issue the numbers for September and November, within the next two months. These will complete the volume.

THE POWER OF ONE GOOD BOY.

When I took the school (said a gentleman, speaking of a certain school he once taught), I soon saw there was one good boy in it. I saw it in his face, I saw it by many unmistakable marks. If I stepped out and came suddenly, that boy was always studying just as if I had been there, while a general buzz and the roguish looks of the rest showed that there was mischief in the wind. I learned he was a religious boy, and a member of the church. Come what would, he would be for the right. There were two other boys who wanted to behave well, but were sometimes led astray. These two began to look up to Alfred, and I saw were much strengthened by his example. Alfred was as lovely in disposition as firm in principle. These three boys began now to create a sort of public opinion on the side of good order and the master. One boy and then another gradually sided with them. The foolish pranks of idle and wicked boys began to lose their popularity. They did not win the laugh which they used to. A general obedience and attendance to study prevailed. At last the public opinion of the school was fairly revolutionized; from being a school of ill name, it became one of the best behaved schools anywhere about--and it was that boy Alfred who had the largest share in making the change.

Yes, boys, it is in the power of one right-minded, right-hearted boy, to do much good. Alfred stuck to his principles like a man, and they stuck to him, and made a strong and splendid fellow of him.

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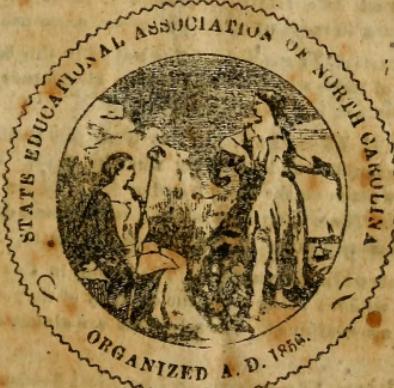
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No. 5.

ADDRESS

Delivered by S. Lander, President of the State Educational Association, at Lexington, August 18th, 1863.

Gentlemen of the State Educational Association: As we meet again to hold our annual session, I would congratulate you on our simple existence as an association, and on the wholesome influence which we are exerting on the destinies of our commonwealth: When we think of the position our profession occupied only a few years ago, and of the strides we have made since then in the path of respectability and honor, we have great cause to thank God and take courage. The youngest of us can remember when the title "school-master" was a term of general reproach, when a young man intending to assume the duties of our office had to incur the scorn of many of his fellows and the disapprobation of his best friends. But now our labors are beginning to be appreciated. Our calling has risen in the estimation of the public to the dignity of one of the learned professions: and to-day, while our country is deluged with blood, while the whole energies of our Government are bent upon our establishment as a nation, and while almost all the men of almost all classes are called to serve in our armies, the Government acknowledges by our exemption that our labors are essential to the prosperity and existence of the State. If we labor faithfully in our calling, this mark of esteem will not have been misplaced.

The struggle in which we are engaged is not altogether, or even principally, physical. Our independance is to be established, not simply on the field of carnage by the successful repulsion of our invaders, but in the hearts of our people by instilling into the young a burning zeal for freedom from Yankee domination and by informing all classes of the unspeakably awful consequences of subjugation under them. This great work, my brethren, our Government has, to a large extent, com-

mitted to us. Let us realize the importance of the trust. Let us gird up our loins and engage more heartily than ever in the glorious work to which we have been assigned. Let every man be at his post; and, if error or treason, or discontent shall dare to show its head, let him strike down the hideous monster to the dust.

Outside of the pulpit, no single agency can do so much to enlighten and refine the people and thus prepare them to enjoy the liberties for which we are now struggling as that in which we are engaged. And we are met together to-day to consult and deliberate and, if possible, decide what are the best plans we can devise and execute for the furtherance of our common object.

I would direct your attention, then, to the necessity of co-operation in maintaining a high standard of scholarship in our several schools.— Although on this point ours has been called the banner State, and though there is some propriety in the name, yet in the enforcement of a high grade of scholarship most of our institutions are still lamentably remiss. How frequently do we hear the reproach uttered even by the most illiterate that a youth who has received a diploma has hardly sense enough to read it! And though this may not be literally true, yet his subsequent career of idleness and inefficiency clearly proves that his diploma is ill-deserved. This result proceeds not from the incompetency of his instructors, nor from the want of all necessary appliances for conveying instruction, but usually from the simple want of nerve, or from an undue idea of policy. In the above remarks I have used the masculine pronoun, but I am sorry to believe that these strictures are fully as appropriate to the schools designed for the instruction of the other sex. Indeed there are some reasons for thinking that instructors of females are more apt to be remiss in this great duty than teachers of boys.

The American people have always boasted of their independence of thought and action. This has been, however, but an empty boast. No nation on earth has a worse right to set up such a claim. The British, it is true, are under the dominion of the crown; the Russians are made to feel the despotic authority of the Czar; the Chinese to ~~k~~ ^{with} reverential awe upon the overpowering prerogatives of the emperor; but we Americans yield absolute obedience to the requisitions of our own children. This is a lamentable fact: and, though there are scattered here and there, through the land a few old fogies who maintain discipline in their families and exact obedience from their children, they are so rare as not to affect the general truth, and they are looked upon by our rising race as better adapted to a darker age and to more despotic latitudes. In the great mass of instances in this country, the

child determines, first, whether to go to school at all or no; secondly, to what school to go; thirdly, what course of study to pursue; fourthly, how long to remain at school; and finally, all about his education.

The teacher, therefore, who would make his school a success and a permanency, must labor not so much to make himself competent to guide the youthful mind aright, not to discharge faithfully the responsible trust committed to him, not to be impartial and strict in the enforcement of wholesome rules, not, in short, to be of service to his pupils and to the race, but to make himself popular with those committed to his care, to make them love to attend his school, so that, when they go home to spend their vacation, they will not only be sure to return the next session, but will also exert their influence in their several neighborhoods to induce others to go with them. Now it is proverbially true that a faithful teacher is not usually popular with his pupils at the time. We, above all other classes of men, are required to cast our bread upon the waters in the hope that we shall gather it after many days. There is, therefore, a constant outside pressure resting heavy upon every teacher tempting him to swerve from the line of duty and act so as to have favor in the eyes of his pupils. Unfortunately, there are numbers who love to yield to this pressure, and hence many who are better disposed argue themselves into a belief that, unless they act in the same way, their enterprises will fail because their patronage will all desert them. Thus the standard of scholarship is depreciated throughout our land, and the cause of education is immeasurably injured.

Now, the idea I wish to impress upon your minds to-day is that, in order to eradicate this great evil from our system, there is need for earnest co-operation on all hands. There is danger that, if only a few undertake marked reformation in this respect, the tide of opposition may be too strong for them, and their good efforts may be swallowed up beneath the angry current. The pupil who becomes offended because he has to labor in *this* school consoles himself with the reflection that he can go next session to *that* one, which is conducted on a more *reasonable* plan. And the good man, with all his good intentions and on account of his well meant efforts, soon finds his school-room filled with empty benches. But let us all labor together, and the youthful public will soon learn that their great difficulty cannot be removed by a simple change of place; and, though for a while the numbers in the schools generally might be somewhat lessened, yet a reaction would soon take place, and there would set in a tide of patronage amply sufficient for our support and much more desirable in character than that which was lost.

But what steps can we take to bring about this desirable result?—

First, we must, both as an association and as individual teachers be convinced of the necessity for improvement in this matter. We must appreciate more deeply the fact that our general standard of scholarship is much too low, and that on this account the country is becoming overstocked with superficial and incompetent men who have not sense enough to refuse to undertake any task however far above their capacity. We must then resolve to do whatever may be deemed necessary or advisable in order to accomplish our end. We must disregard the immediate consequences of our course, and look for our recompense to the distant future. We must act with the constant remembrance that, as we have committed to us a charge of immense importance, so we will be held to a strict account for the proper management of this charge. In the next place, it is highly important for each school to have a regular, systematic, and well arranged course of study; and it would be well if all institutions of similar grade would adopt as nearly as practicable a uniform course.

But how good soever the course of study may be, it will be utterly unavailing unless it is rigidly and uniformly enforced. If any member of your lowest class, then, fails to master the studies of that class, put him in the same class next session, and so on for successive sessions until he is thoroughly acquainted with those studies. Do not put off this important matter for some future part of the course; but lay the foundation well, and then the superstructure may be erected with rapidity and without apprehension of its falling from its own weight.—Just here lies a great difficulty. We are too prone to yield to the desires of pupils to be advanced in their studies, as they call it, by which they mean to be allowed to pass on from one part of the course to the next. We are apt to think that we can turn them back hereafter with less friction than now, and thus we suffer the evil to accumulate until it gets entirely beyond remedy.

With very great deference to the time-honored usages of almost all the Colleges in the land, I would still bring the question whether a semi-annual course of instruction would not tend to a higher degree of scholarship than the ordinary annual ones. As at present, if a pupil (say) at the close of the Junior course evinces considerable deficiency, there is no remedy but to make him go over the whole Junior course again. Perhaps his proficiency in the first session of that course was as good as was required of him, and his deficiency existed only in the last session's work. Now what is to be done? Either he must repeat five months' labor which he has already accomplished to the satisfaction of his teachers, or he must be allowed to go unprepared into the difficulties and duties of the Senior class. The former plan seems to be

treating him with injustice; and hence his instructors are constantly inclined to adopt the latter and thus to make it impossible for him to become a thorough scholar or a credit to his alma mater. On the contrary, if the institution had the semi-annual arrangement, he could be caused to repeat simply the studies of the last session, and thus the difficulty would be removed and yet the time of his graduation be deferred only six months in stead of twelve. This is only one of the advantages of the proposed amendment, and I invite your serious attention to this branch of my subject.

I will mention only one more fruitful source of superficialness, namely, the habit of permitting pupils to choose irregular courses of study. It seems strange that this habit should exist as extensively as it does, because it increases so greatly the labor and annoyance of the teacher who indulges it; but it is a great and wide prevailing evil. I venture to challenge any one of you to examine the list of irregular students who have attended your labors heretofore and tell me if not nine in ten of them have failed to rise to mediocrity both as pupils while at school and as men afterwards. There may be special reasons in peculiar cases for adopting such a course with propriety and with profit, but in the great majority of instances it is simply impossible to hope for any other than the most unsatisfactory results. And it is our policy and our duty to disregard the whims of the disorderly spirits who require such unreasonable indulgences.

I intended to have spoken of several other points, but I am already becoming lengthy, and I must soon close.

As citizens of our young confederacy, we have opened before us a glorious field of labor. We are destined in the good providence of God to vindicate against the united world the scripturalness of the institution of African slavery. We are yet, in spite of Exeter Hall and of Tremont Temple, in spite of all the opposing influences of devils both spiritual and incarnate, we are yet, I say, through this Heaven-ordained institution to be made the civilizers and the Christianizers of the continent of Africa. The wrath of man shall yet be made to praise God. The abolitionist world shall yet understand what this meaneth, "God shall enlarge Japheth, and then he shall dwell in the tents of Shem, and then Canaan shall be his servant;" and it will fall to our lot to do much towards the enlightenment of the world on this great subject. It will devolve upon us as the teachers of the State to mould the public mind of the rising generation to a proper appreciation of our destiny as a people and to prepare them to act well their parts in consummating this destiny. And when it shall have been accomplished, when Africa, disfranchised, reclaimed, and redeemed, shall turn her glistening,

grateful eyes to the sunny cotton-fields of our beloved land, and shall recount to her prattling ones the glorious conquests achieved for her within our borders, the civilized world, astonished, will confess that out of all this evil which they so long opposed God has brought immeasurable benefit to the human race. Then the nations will be eager to acknowledge our nationality and glad to enjoy our fraternity, and the proudest earthly boast of living man will be to claim citizenship among us.

WHICH WAS THE WISEST.

BY PROFESSOR ALDEN.

"Papa, where have you been in this heavy rain, and without an umbrella too?" said James Carter to his father, as he came in with his clothes thoroughly drenched with the rain.

"I have been to Mr. Hyde's," said Mr. Carter.

"What, away up in the hollow?" said James.

"Yes, it is not much over a mile."

James wished to ask his father what he had been to Mr. Hyde's for, and while he was considering in what form the question should be put, his mother entered the room. James was not one of those boys who could say to a father, "what did you go there for?" He knew that it was not always proper to ask his father for the reasons of his conduct, and when it was, he knew that he ought not to use a form of questioning which might be proper to a companion.

"My dear," said Mr. Carter, "old Mrs. Hyde is very sick, and has been so for several days, and I am afraid she has suffered a good deal from want of attention."

"I had not heard of her being sick," said Mrs. Carter, "but I was thinking yesterday that I had not seen her for some time. Have you been to see her?"

"Yes, I was in the village when I heard of her illness, and I went right up to see her. It began to rain pretty soon after I started."

"You must change your clothes immediately." Mrs. Carter made the necessary arrangements, and he retired to do so.

"Is old Hyde's wife one of your father's relations?" said Robert Harris, a boy who had come to spend the day with James.

"No," replied James.

"What did he go to see her for, then?"

"I suppose he went to carry her something, or to help her in some way."

"What does he do that for?"

"Because he always goes to see and help those who are in trouble."

In saying this, James stated a fact, though he did not, as he supposed, give a reason. The reason why Mr. Carter visited and relieved the poor was, that he had a warm and generous heart and knew that it was God's pleasure that he should help the poor and afflicted.

"My father," said Robert, "don't do any such thing. He sticks to his business and that is the way he became so rich."

This was spoken in a tone and manner which showed how much he valued himself on his father's riches. It was true that Mr. Harris never went on errands of mercy—that he gave all his time to business, and that he was quite rich. It was not true that he was happy, or that he made his family so.

"My father is not rich," said James, "and does not expect to be."

"I know what is the reason. He gives away too much, and does not attend to his business."

"He does attend to his business, too, for it is a part of his business to do good; and giving to the poor, he says, is only lending to the Lord."

"My father lends his money to those who can pay him."

"I guess the Lord is as able to pay my father as any of your father's debtors are to pay him."

"I think it is likely he is but whether he will do it or not is another matter. My father never lends without a note, or a mortgage."

James might have said that his father had better security for what he had loaned than any notes or mortgages, even the express promise of God; but there was something so unpleasant in the conversation, that he was not disposed to continue it: so he made no reply to Robert's last remark.

After a moment Robert said, "Father says you will all come to want if your father goes on as he does now."

"I'm not afraid of it. I wish your father would mind his own business," said James angrily.

"He does, I can tell you, and that is the way he gets ahead so fast."

"Let us talk about something else" said James repenting of his anger, "this don't do us any good."

"Agreed," said Robert, "let us go out and have a run in the rain. It is so dull to stay in the house all the time." If I had known it was going to rain, I should not have come. It had no business to rain to-day."

James was a good deal shocked at this last remark, regarding it, as it really was, a great insult offered to God. On the whole he thought

it not best to reprove Robert and simply answered "we shall get very wet if we go out."

"Well what if we do? Who is afraid of the rain. What a soldier you would make, if you are afraid of a shower of rain! I don't mean to be afraid of a shower of bullets."

"I'm not *afraid* of the rain, but my father will not let me go out in it, unless it is necessary: that is, he will not think it best for me to go."

"He goes out himself, and I should like to hear my father tell me, I shouldn't do what he does himself." Robert did not say what he would do in such a case but plainly intimated that it would be something fearful.

"It was necessary for my father to go in the rain."

"*Necessary*," said Robert in a tone of contempt, "what necessity was there for his seeing an old sick woman? You wouldn't catch my father doing it in any weather. Not he: he knows too much for that. If she owed him, he would see her. He wouldn't go himself, but he would send the constable. Such folks can't come it over him, no-how."

This was said in a boastful tone, as though he gloried in his father's shame. James was disgusted with him, and began to wish that he had not come, when he exclaimed "I'm not going to stay in the house all day: so if you won't go out, I'm off." Suiting the action to the word, he was off, greatly to James' relief.

Twenty years after the above interview, James and Robert were still living, but their fathers were in the grave. Both had pursued the course of life above indicated till they were summoned to the bar of God. Mr. Carter never became rich, but Mr. Harris continued to add to his property to the last.

James was now a minister of the gospel useful and respected. His mother had lived with him ever since the death of his father, and his younger brothers had been educated and were well settled in life.

Robert the only heir of the rich Mr. Harris was now the tenant of a miserable house which had once belonged to his father. He was surrounded by a large family clothed in rags, and often suffering for want of food. He spent a large part of his time at a grocery where rum was the chief article sold. The riches of the rich man, notwithstanding his bonds and mortgages had been scattered. The promise of God to those who feed the hungry and clothe the naked had not failed.

WRITING COMPOSITIONS.

The exercise, hitherto so much neglected in many schools, is beginning to receive a share of the attention which its importance demands. The friends of education and educators themselves begin to regard it in its true light, as one of the *necessities* of an education, instead of merely a polite accompaniment. This is as it should be, and the subject should be kept in agitation until some visible effects are produced.

There are classes of pupils in many country schools tolerably well versed in grammar, as learned from text-books, but entirely unacquainted with the art of making a practical application of its principles. What such pupils require is practice in writing compositions,—in putting their thoughts and observations on paper. If they can be induced to enter into the spirit of the work, they will progress rapidly, but they generally have such a horror of the word, *composition*, that they are reluctant to commence. Any method, therefore, that will overcome this aversion, or assist in exciting an interest for the work in the mind of the pupil, will be of value. Let teachers who have experience on the subject give their methods and suggestions “for the greatest good of the greatest number.”

The following is given until some better method is suggested:

When commencing with such a class of pupils in grammar, in connection with the lesson from the text-book, let the teacher give to each pupil a word or subject, requiring them to tell something about it, or in other words, to give a sentence containing it. Then let the teacher, crayon in hand, call upon number one for his sentence, and write it upon the board; then upon number two, writing it in the same manner, and so on through the class. Each sentence should be read, making alterations and corrections if necessary. This may be continued for a week, varying each lesson according as the teacher may see fit,—giving the definitions of words, showing the relations of words and sentences, forming sentences including given parts of speech, &c. The teacher should do the writing, as it will expedite the operation. The term “composition” should not be employed to distinguish the operation, but it should be considered a part of the grammar lesson. The words given as subjects should be of the simplest kind.

The next week have the pupils bring their slates to the recitation seats, give each a subject as before, requiring them to write upon the slate whatever they know upon the subjects. The compositions should be read, corrections, &c. made by teacher and pupils. At least one of these compositions should be put on the board at each lesson, which the class should be required to analyze and parse. This may be con-

tinued for a fortnight or longer, when the class will probably have attained considerable ease and fluency in the expression of their ideas.

The pupils should now hand in their remarks written on a slip of paper, each pupil having had a subject assigned him, by the teacher, on the previous day, no one being allowed to write over a stated number of lines, say a dozen lines of foolscap, and increasing as circumstances require.

After a short time, composition days may be established once a week, and the pupils allowed to choose their own subjects, until towards the close of the term of school, the compositions can be put into the form of a paper, and read before the school.

Care should be exercised that the subjects selected be not beyond the capacity of pupils; if left to themselves they will generally select difficult and abstruse subjects; therefore the teacher should make the selections, particularly during the earlier lessons.

Pupils are apt to "appropriate;" they should be taught that such acts are wrong and exert a weakening influence upon their powers of expression.

A recital of the fable wherein foolish Asinus "appropriated" Leo's skin, may produce a good effect.

All criticism should be made in an impartial, kind, and helping manner. Praise should be given to the class collectively. Never select and praise a particular composition, as being superior to the rest, it would act injuriously. If any composition is in your opinion particularly praiseworthy; let it be given privately to the party concerned.

B,

YOUR EXAMPLE.

The ancient Romans were accustomed to place the busts of their distinguished ancestors in the vestibules of their houses, that they might be continually reminded of their noble deeds. The young grew up to reverence the worthies whose statues they daily saw, and to emulate the virtues which gave their ancestors such lasting fame. We can easily conceive how the sight of these images, as the young went out and came in, day after day, and week after week, would impress their hearts for good. The impression of a single day therefore, though very small in itself, yet oft repeated, could not fail to be deep.

In these days we have no busts of honored ancestors in the porches of our dwellings, but we have something more impressive. The characters of living parents are constantly presented for the imitation of

children. The example is continually sending forth a silent power to mould young hearts for good or ill, through the impressible period of childhood and youth, if it be constituted of the highest and purest elements, the results will be unspeakably precious. Sons and daughters will become patterns of propriety and goodness, because their parents are such. The former will be as "plants grown up in their youth" and the latter as corner stones, polished after the similitude of a palace."

TEACHERS AND MISSIONARIES.

In imagination I see on India's far shore a faithful, toiling band:

"A *self-denying* band who counted not
Life dear unto them, so they might fulfil
Their ministry, and save the heathen soul."

They left all the loved endearments of youthful days; the tender associations that bound them to their dear, their native land; they bade a fond adieu to cherished friends, and crossed the ocean to labor on heathen soil: to instruct those benighted idolaters in the way that leads to eternal life. They strive long and earnestly to unfold to those dark minds the truths of the holy Bible; they spend their strength and oft-times their lives in this sacred cause.

Hopeful and persevering amid all the darkness which surrounds them, they still press on, knowing that their reward will surely come. At last the day begins to dawn; they behold those worshipers of heathen gods throw aside their debasing forms of idolatry, and freely embrace the truths of the gospel; they cease to bow down to "gods made of wood and stone," and learn to acknowledge the existence of a Divine power which to them has heretofore been unknown.

Thus the faithful missionaries see the fruits of their labors, and go on in the path of duty, feeling assured that they have not toiled in vain, and that a voice in future time will come from India's far off land and the distant isles of the Pacific, re-echoing the praise of those who so willingly devoted their lives to the missionary cause.

We will now recall our imagination to our own favored clime, and scattered far and near among her lovely hills and valleys we find another noble, toiling band. Their mission is one of love and hope; they go forth to benefit those placed under their care and instruction; in a high and exalted vocation they hopefully toil on. This band so active, so persevering, is a faithful band of teachers, whose aim is lofty, and whose hearts are inspired with a holy zeal for the cause of education.

Yes, they, too, are missionaries. 'Tis theirs to instruct and enlight-

en the unfolding minds, and lead them to the pure, exhaustless fountains of knowledge; 'tis their labor to point out the flowery, though oft-times intricate paths that wind up the hill of science; to portray to the aspiring minds the beauties of hidden lore, and guide them on in the ways of wisdom and truth.

As the faithful missionary goes forth to toil upon a distant strand, to lift the obscure veil of heathenism from the idolatrous mind, as the true hearted teacher goes forth to buffet with the superstitious ideas of ignorance, and enlighten the public mind upon the all important subject, education.

With emotions of pure delight the active teacher watches the unfolding intellect of those young aspirants for knowledge whom he daily meets in the quiet schoolroom, and with mingled feelings of joy and enthusiasm, he pursues his pleasant vocation, realizing that

“Life is real; life is earnest,”

and that they are doing a great work, a work that will bring its reward to those who with patient and diligent hand faithfully perform their task.

Although the teacher may not win the honor of the Judsons, whose lives were sacrificed for the good of heathen souls, yet they may perchance have the pleasure of knowing that some one over whom they had a watchful care in early life, has become distinguished, and is winning the laurels of Fame among the honored and influential of our land.

Like a Washington, a Bonaparte, or a Josephene, our names may not be re-echoed throughout this, and other lands beyond the sea, yet, we as a band of teachers, of missionaries devoted to a high and honorable station in life, shall, if faithful and true to our trust, receive all due honor; and, better than all, have the consciousness of duties rightly discharged.

“Let us, then, be up and doing,
With a heart for any fate;
Still achieving, still pursuing,
Learn to labor and to wait.”

Nellie.

THE SCHOOLHOUSE.

Schoolhouse is the symbol of the people's culture. For defense, it is better than fortifications of rock, better than batteries to guard the harbors, than armies to defend our treasures, than navies to guard our seas. More learned institutions may and ought to be established, but the schoolhouse must never be neglected.

"ONLY A LITTLE BOY."

A father was urging his little son, of two-and-a-half years, to take some medicine.

Holding the spoon towards him, he said,

"Come, take it like a man, Birnie."

"*But pa, I am not a man; I am only a little boy,*" replied the child, with a pleading emphasis in his tones, and strange earnestness in his deep blue eyes.

For wise reasons the child has been recalled from earth, leaving a thousand precious memories clustering around the desolated nursery, and among them the words just quoted. Simple as they may seem, there is philosophy in them. They contain a lesson well worth learning, and so plain as to need no enforcing comment. It is a wonderful mistake, which we are all so apt to make, that of forgetting the "line upon line, precept upon precept," by which, step after step, our minds were brought to their present level, and we ask our little ones by one mighty effort, to stand upon the same platform with ourself.—Remembering our own slow progress, let us be patient with their weakness—making due allowance for them, and neither expecting nor desiring to find in our children that sobriety and decorum of manner, which is the result only of years and experience.

The foregoing remarks from the Religious Herald, seem particularly adapted to teachers in their intercourse with their pupils.

Do we not oftentimes expect too much from our pupils?—too much patient study, too much sobriety and earnest work? Are we not often disappointed that they do no better, when if we would but reflect a moment we should feel that the efforts they are making are really great and the results far more than we have any right to look for—they are not men; they are only "little boys"—fun-loving boys, joyous and overflowing with mirth and happiness, just as God intended boys should be; and the little tricks and jokes which cause us so much trouble and which we labor to check—who of us can not look back to childhood's days and recall many boyish tricks in which we took part; in how few did malice or evil motives have a part? who of us feels that his manhood is any the less happy or noble in consequence! Let us, then, in the discipline of our pupils remember that the things which simply annoy us, are to be distinguished widely from the really, willfully wrong—and may it be our daily effort so to teach that when the boys shall be men, they may be good men, wise men, such men as bless the world while they live, and hear from God's own lips the "well done," when they die.

THE EVERLASTING MEMORIAL.

Up and away, like the dew of the morning,
Soaring from earth to its home in the sun;
So let me steal away, gently and levinely.
Only remembered by what I have done.

My name, and my place, and my tomb all forgotten,
The brief race of time well and patiently run,
So let me pass away, peacefully, silently,
Only remembered by what I have done.

Up and away ! like the odors of sunset,
That sweeten the twilight as darkness comes on;
So be my life—a thing felt, but not noticed,
And I but remembered by what I have done.

Yes, like the fragrance that wanders in freshness
When the flowers that it came from are closed up and gone,
So would I be to this world's weary dwellers—
Only remembered by what I have done.

Needs there the praise of the love-written record,
The name and the epitaph graved on the stone ?
The things we have lived for, let them be our story,
We but remembered by what we have done.

I need not be missed ; if my life has been bearing
(As its summer and autumn moved silently on,) The bloom, and the fruit, and the seed of its season,
I shall still be remembered by what I have done.

I need not be missed ; if another succeed me,
To reap down those fields which in spring I have sown,
He who ploughed and who sowed is not missed by the reaper.
He is only remembered by what he has done.

Not myself, but the truth that in life I have spoken,
Not myself, but the seed that in life I have sown,
Shall pass on to ages—all about me forgotten,
Save the truth I have spoken, the things I have done.

So let my living be, so be my dying—
So let my name be unblazoned, unknown—
Unpraised and unmissed, I shall yet be remembered ;
Yes, but remembered by what I have done.

For the Journal,

THE ART OF READING THE ENGLISH LANGUAGE.

The art of reading with propriety, is a matter of so much utility and importance to man, in the various departments of society, that it is greatly to be regretted, so necessary a part of education should be almost totally neglected, by the most of Teachers in the common schools of our country. The source, from which this incapacity arises, is either natural or artificial. That the cause of bad reading is not natural will appear evident by considering, that there are few persons, who, in private discourse, do not deliver their sentiments with propriety and force, when they speak in earnest. Here then is an unerring standard fixed for reading justly and forcibly; which is to adopt the same easy and natural mode in reading, that we use in private conversation. This natural mode would certainly be adopted, were we not, in early life, taught a different way, with tones and cadences, different from those which are used in common conversation; and this artificial method is substituted instead of the natural one, in all performances at school, as well as in reading. To correct, in some degree, this artificial manner, it will be necessary to unfold the real source of errors in the art of reading; partly arising from the ignorance of instructors, and partly from defects and imperfections in the very art of writing itself.

The principal objects to be attained by reading are three. 1st. To acquire knowledge. 2d. To assist the memory to retain this knowledge when acquired, and thirdly, to communicate it to others. The two first are answered by silent reading; but to communicate knowledge to others, loud reading is necessary. The structure of written language has been sufficiently regarded to answer the ends of acquiring knowledge and assisting the memory; but this written language is by no means calculated to answer the ends of reading aloud, as it contains no visible marks, or articles, which are essential to a just delivery. Had the art of writing a sufficient number of marks and signs, to point out the variety of tones and cadences, the art of reading with propriety at sight, might be rendered as easy and certain, as singing at sight.

The general sources of that impropriety and badness of reading, which so generally prevails, are the unskilfulness of masters, who teach the first rudiments of reading, the erroneous manner which the young scholar adopts, through the negligence of the Teacher in not correcting small faults at first; bad habits gained by imitating particular persons, in a certain tone or chant in reading, which is regularly transmitted from one class to another. Besides these, there is one fundamental error in the common method of teaching children to read, which gives a wrong bias, and leads the pupil ever after blindfold from the right

path, under the guidance of false rules. Instead of supplying by oral instruction, and habit, any deficiency or error which may be in the art of writing, Teachers are negligent in perfecting their scholars in the right use of them, and in their mode of instruction, have laid down false rules, by the government of which, it is impossible to read naturally.

The art of pointing, in its present state, has reference to nothing but the grammatical construction of sentences, or to the different proportion of pauses in point of time; through want of others, however, some Teachers have used the stops as marks of tones also. That they cannot answer this end is certain, for the tones preceding pauses and rests in discourse, are numerous and various, according to the sense of the words, the emotions of the mind, or the exertions of fancy; each of which would require a distinct mark, and cannot be represented by so small a number as four or five which are used as stops. Masters have given what they call proper tones to their scholars in reading, by annexing artificial tones to the stops, which no way correspond to those which are used in discourse. The comma, semicolon, and colon, are pronounced in the same tone; and only differ in point of time, as two or three to one; whilst the period is marked by a different tone. The one consists in a uniform elevation, and the other in a uniform depression of the voice, which occasions that disagreeable monotony, which so generally prevails in reading, and which destroys all propriety and force.

Here then is the chief source of that unnatural manner of reading, which necessarily defeats all elegance and gracefulness in private and public reading, for the sight of the stops, as naturally excites the tones which the pupil was early taught to associate with them, as the sight of the words excites their pronunciation; and thus the habit of reading will only serve to confirm him in the faulty manner which he has acquired. It must be obvious on the least inquiry, that the most effectual method of introducing a good manner of reading, would be the giving due encouragement to a sufficient number of skilful Teachers, to teach that art by a well digested system of rules; instead of leaving it to the most ignorant of mankind in the first rudiments; the consequence of which has been, that most boys are either perverted by false rules, or having no rules to guide them, take up any manner which chance throws in their way, or imperceptibly yield to the influence of bad examples.

A just delivery consists in a distinct articulation of words, pronounced in proper tones suitably varied to the sense and the emotions of the mind; with due attention to accent; to emphasis in its several gradations; to rests or pauses of the voice, in proper places and well meas-

ured degrees of time; and the whole accompanied with expressive looks, and significant gestures. A good articulation consists in giving every letter in a syllable, its due proportion of sound, according to the most approved custom of pronouncing it; and in making such a distinction between the syllables, of which the words are composed, that the ear shall without difficulty acknowledge their number; and easily perceive to which syllable each letter belongs. Inattention to these points occasions an indistinct, quick, and weak articulation. The faults of articulation, and inability to pronounce certain letters, can never be cured by precept alone; these must be remedied by a person skilled in the causes of those faults; who by teaching each individual how to use the organs of speech rightly, and by showing them the proper position of the tongue, and lips. Distinctness is the most essential points in articulation. Indistinctness, the greatest fault, is occasioned by too great a precipitancy of speech. To this hasty delivery which drops some letters, and pronounces others and clusters words together, is owing that thick, mumbling utterance which so much prevails. The best method to correct too quick an utterance, is to read aloud passages chosen for that purpose, (such as abound with long and unusual words,) and to read at certain stated times, much slower than the sense and just speaking would require. Moderation in pronouncing is essential to just delivery. Precipitancy of speech confounds all articulation and meaning. Where there is a uniform, rapid utterance, there cannot be any strong emphasis, natural tones, or just elocution. In order to acquire a forcible pronunciation, read aloud in the open air, and with all the exertion you can command; let all consonant sounds be expressed with a full percussion of the breath, and a forcible action of the organs employed in forming them; and let all the vowel sounds have a full and bold utterance. Every word consisting of more than one syllable, should be pronounced with its proper accent. Every word of more than one syllable has one accented syllable. When the accent is on the consonant, the syllable should be pronounced with a quick and forcible percussion, when the accent is on the vowel, the percussion should be less forcible and the syllable should be lengthened. In accenting words, the general custom and a good ear are the best guides; observing at the same time, that accent should be regulated by the number and nature of simple sounds, and not by any arbitrary rules of quantity. The essence of English words consists in accent; as that of syllables in articulation. All persons who pronounce words properly, of course lay the accent right, as that is part of pronunciation; and never fail to do so in conversation. The simple and easy rule should be adopted in reading, to lay the accent always on the same syllable,

and the same letter of the syllable, which they usually do in common discourse, and take care not to lay any accent upon any other syllable. Emphasis discharges the same office in sentences, as accent does in words. Accent connects syllables together, and forms them into words; & emphasis forms them into sentences, or members of a sentence. Accent dignifies syllables, emphasis, ennobles words, and presents them in a stronger light to the understanding. Were there no accents, words would be resolved into their original syllables; were there no emphasis, sentences would be resolved into their original words; and consequently the hearer would be under the necessity of first making out the words and afterwards their meaning. The necessity of observing propriety of emphasis is so great, that the true meaning of words cannot be conveyed without it. The same individual words, arranged in the same order, may have several different meanings, according to the placing of the emphasis. Such is the importance of rightly placing the emphasis, that the whole life and spirit of reading depend upon it. If the emphasis be placed wrong, the sense will be entirely confused. In order to know which is the emphatical word in a sentence, consider the whole design, the reader must study to attain a just conception of the force and spirit of the sentiments, which he is to pronounce. To lay the emphasis with exact propriety, is a constant exercise of good sense and attention. It requires a true and just taste, and will arise from feeling delicately ourselves, and from judging accurately, what will best strike the feelings of others. Care should be taken not to use emphatical words too often. The reader should observe strictly the manner he uses to distinguish one word from another in conversation; for in familiar discourse we seldom fail to express ourselves emphatically, and always place the emphasis right. The same natural mode should be adopted in reading, and the reader will have an infallible rule of laying the emphasis right in all sentences, the meaning of which he comprehends. Pauses are equally necessary to the reader and to the hearer. To the reader, that he may breathe and relieve the organs of speech from too long action. To the hearer, that the ear may be relieved from sound continued too long, and that the understanding may have time to mark the distinction of sentences, and their several members. Pauses in reading, must be governed by the same manner, in which we utter ourselves in ordinary sensible conversation. The first attention of every one who reads, is to be clearly understood by all who hear them. Much depends for this purpose on the proper pitch, and management of the voice. The quantity of sound, necessary to fill a large space, is much smaller than is generally imagined; and to the being well heard, and clearly understood, a good and distinct articulation contributes more,

than power of voice. Possessed of that, a man with a weak voice, has infinite advantages over the strongest without it. If the voice be weak, and the articulation good, the attention of the hearers will be proportionably greater, that they may not miss any thing that is said. The best rule for a reader to observe is never to utter a greater quantity of voice than he can afford without pain to himself, or any extraordinary effect. There is not an act of the mind, an exertion of the fancy, or an emotion of the heart, which has not its peculiar tone, or note of the voice, by which it is to be expressed; and which is suited exactly to the degree of internal feeling. There are very few, who have not an accurate use of emphasis, pauses, and tones, when they speak their sentiments in earnest discourse; and the reason that they have not the same use of them in reading, may be traced to the very defective and erroneous method in which the art of reading is taught. T. S. B.

NECESSITY OF HOME INSTRUCTION.

It is the nature of a child to imitate what is around it. The influence of example is as certain as the action of the air upon the body.—Influences educate the child long before it is large enough to be sent from home to school. It is in the unwritten, unspoken teachings of home in our tenderest years that our destiny has its beginnings. Every word, tone, look, frown, smile and tear, witnessed in childhood, performs its part in training the infant for eternity. Instruction should begin early, but let it be oral, and consist chiefly of a few moral precepts, Bible stories, and chaste fables. A great error in our times is the pressing of the infantile mind, cramming the memory with what the child does not understand, and at the same time, so compressing and cramping it as to prevent the proper physical development, and impair the reasoning faculties.

Another of the alarming evils in our day is the circulation of demoralizing publications. Earnest, warning entreaties on this subject have often fallen from the pulpits. But the warning can not be too often repeated. The influence of immoral prints and books is calculated more than anything else to corrupt the morals, and enfeeble the intellects of the juvenile portion of our country. To circulate such publications is a serious offence against God and man; and yet I fear greatly it is a growing evil; nor do I see any corrective so available, so potential and so practical, as family government and instruction. Let the home be for amusement, pleasure, knowledge and religion, as attractive as possible.—Dr. Scott.

CULTIVATING THE FACULTY OF SPEECH.

There is a power which each man should cultivate according to his ability, but which is very much neglected in the mass of the people, and that is the power of utterance. A man was not made to shut up his mind in itself; but to give it voice and exchange it for other minds. Speech is one of our grand distinctions from the brute. Our power over others lies not so much in the amount of thought within us, as in the power of bringing it out. A man of more than usual intellectual vigor, may, for want of expression, be a cipher without significance in society. And not only does a man influence others, but he greatly aids his own intellect, by giving distinct and forcible utterance to his thoughts. We understand ourselves better, our conceptions grow clearer by the very effort to make them clear to others.

Our social rank, too, depends a great deal upon our power of utterance. The principal distinction between what are called gentlemen and the vulgar, lies in this, that the latter are awkward in manners, and are especially wanting in propriety, clearness, grace and force of utterance. A man who can not open his lips without breaking a rule of grammar, without showing in his dialect or brogue, or uncouth tones, his want of cultivation, or without darkening his meaning, by a confused, unskillful mode of communication—can not take the place to which, perhaps, his native good sense entitles him. To have intercourse with respectable people, we must speak their language.—*Channing.*

MORTALITY OF BOOKS.

The tables of literary mortality show the following appalling facts in regard to the chances of an author to secure everlasting fame: Out of 1000 published books, 600 never pay the cost of printing, etc., 200 just pay expenses, 100 return a slight profit, and only 100 shew a substantial gain. Of these 1000 books, 650 are forgotten at the end of the year, and 159 more at the end of three years; only 50 survive seven year's publicity. Of the 50,000 publications put forth in the 17th century, hardly more than 50 have a great reputation, and are reprinted. Of the 80,000 works published in the 18th century, posterity has hardly preserved more than were rescued from oblivion in the 17th century. Men have been writing books these 3000 years, and there are hardly more than 500 writers throughout the globe who have survived the outrages of time, and the forgetfulness of man.

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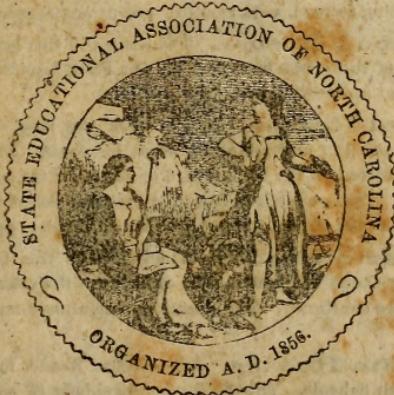
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A D D R E S S

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BY WM. M. COLEMAN, ESQ.

Gentlemen of the Educational Association:

You have called me through your Executive Committee to address you upon this interesting occasion. To me have you assigned the honorable duty of speaking a word in behalf of those ideas which it is the aim of this Association to realize. And how these ideas unfold themselves! how they expand into larger and fairer proportions and stretch far, far away into regions where the logic of the understanding can no longer pursue them, but where they take form as creatures of the higher imagination and where they must be spoken of in the mystic language of song!

Yet inspiring as is the theme, however deep the interest I may feel in the educational development of our country and especially of North Carolina, I am but too keenly aware of my own unfitness for the task which your kindness has imposed.

I had wished, therefore, that your choice had fallen upon some other than myself, some one of our number whose more varied experience and whose more mellowed intelligence would have been the source of greater profit, some one who had lived along with the progress of the state, whose participation in the drama of the past would have given him an accuracy and a vigor to which another could not aspire, some one, in short, who could speak from personal observation and action, as I am compelled to speak from history.

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Here I must ask your indulgence and beg you to attribute any error rather to the intellect than to the heart.

Since our last annual meeting I have been informed of nothing particularly calculated to promote the cause of education amongst us at present, or to give rise to any pleasant anticipations for the future. The war-cloud still hangs over us like an incubus. Battle still smokes along our shores. All attention and all effort still lie in the same direction. In the midst of a revolution so pregnant with the future, our modest Association must from necessity remain to a great extent dormant. In this universal hubbub we can have but few chances of being heard, still fewer of making any deep impression on the public mind. If we look within ourselves—within our own circle—the prospect is sad enough, if we look beyond, into the world without, gloom hangs her sable curtains still darker.—Hence it may be asked, what need of meeting at all, then? Why continue this annual assembling of ourselves together?

The reasons are many, and to the friends of education, at least, they are obvious. The very fact that the claims which we press are about to be neglected, is in itself the weightiest reason why we should put forth more strenuous efforts. Are we to give up without a struggle this Association which we have watched over and cherished with almost maternal care? Are we to withdraw our support at a time when it is most of all required? If so, then we are unworthy and incapable of the great enterprise which we have undertaken. We shall be weighed in the balances and found wanting, because our devotion was too weak to stand the test of toil and patience.

Another reason why we should continue our meetings is, that we may gather instruction from the past, arrange our plans for the future and mutually cheer and encourage each other in this our season of adversity.

The present distracted state of affairs cannot always continue.—The longest wars must have an end, and where will the termination of the present conflict find us—I mean where will it find our educational interests? It will be well for us if it find us girded and with our staves in our hands. It will be a fortunate thing for us if we are ready for the events which the New Life about to begin its existence shall bring forth with it. For under no circumstances can our domestic relations or our relations to the world be the same as heretofore.

In vain will you seek to find where a gigantic revolution has left unscathed the religion of a nation or permitted the currents of its literature to flow in their former channels. The State, the Church

and Literature are so intimately blended that you cannot act upon the one and leave the other undisturbed. Deeply rooted as they are in human nature their respective origins are coetaneous and the preponderance of any one is the exponent of the existing civilization.

In the barbarous ages when man had to fit the earth for his habitation, when the slayer of savage beasts and more savage men was entitled to the honors of a demi-god, the state held undivided rule. The chieftain who owed his position to his strong right arm was likewise the priest and the sage, hence there was little danger of treasonable teachings in politics or heretical doctrines in religion.

It was a great step in the history of progress when moral power began to make itself felt, when the church opened her doors to receive the victim of oppression, when she commanded in her thunder-tones of authority the royal marauder to cease from his pillage.—True this was to grow to the extent of toe-kissings, Huss and Bruno burnings and I know not what other absurdities in the Theologies; but upon the whole we have cause to be thankful. This was the age of the Church's rule.

The preponderance of the literary influence (I use the term in its widest sense) is the index of the highest civilization. It is here, gentlemen, that we owe our allegiance; this is to be the new government which it shall be our object to establish. It has not yet been recognized; hardly as *de facto*, but we can see at intervals, here and there, some indications of the wished for millennium, some bright beams from the long expected morning. There is land ahead, though men cast church bells into cannon instead of beating their swords into plough-shares! This future era of which the prophet has spoken and the poet has sung, is no figment of the imagination, but shall be a living reality—whose earnest is given in the onward march of our race up to the present period. But many a generation shall pass away before this gentle reign shall be ushered in. Let us have faith in humanity, let us remember that we are partakers in its nature, that we live with its existence, and gather hope and courage from the reflection, let us remember, and let the thought rouse us like the sound of a trumpet, that in laboring in behalf of the cause of education we are bringing the noblest offering to its shrine.

It is well, therefore, that we have met together, and it is well to comfort one another with these words.

Permit me to call your attention more particularly to two points.

These are:

1. The importance of the Common Schools;
2. The obligation of the State to sustain them;

The field of discussion is a wide one. There is immense room for reflection, for originality, for eloquence. Of course I shall not attempt to cover the whole ground, but shall be satisfied if I can succeed in saying anything to rouse us up to a livelier sense of the magnitude of this great question.

Upon the first point then, the importance of the Common Schools, it seems almost useless to enlarge. We know something of ignorance and we know something of intelligence. We know the withering, blighting effect of the one and we know the blessings which are bestowed by the other. And they are blessings of which we stand sadly in need. It is not worth while to disguise matters among ourselves. It will be best to lay aside that vain glorious spirit, that empty boasting which so much characterizes the American people, and rather profit by the adage which says, "to know ourselves diseased is half the cure." The fact is, that in many sections and in many respects, we are the most ignorant nation upon the face of the earth which claims to be civilized.

If this be true, then the necessity of the Common Schools is a fact which stands out so plain, so bold and so prominent, that I think there are none here who will attempt to moderate it.

Every interest which we have demands that these schools be kept up. If we have any regard for the rising generation, any wish to lessen the amount of crime, any desire to have a true gospel preached from our pulpits, any hope of a profounder philosophy, a more scientific ethics and a richer literature, if we feel any interest in the fate of posterity, any interest in the perpetuation of our civil and religious liberty, we must diffuse intelligence.

The great blessing of these schools, however, is seen in the fact, that a poorer class of children receive an education there, who must otherwise go without it. Every man cannot send his sons and his daughters to high schools and colleges. There must be those who must till the soil and labor in the work shop. And these are to be the bone and sinew of the country. These will constitute the great mass of the citizens. These will be the voters and the soldiers of the next generation. Their prosperity will be the prosperity of the country, and it will be to them that the country shall appeal in the days of her peril and her adversity. Are they then to be classified with the horse, the cotton gin and the steam engine, to be contemplated from the single stand-point of labor, as just so much muscle and bone, capable of performing a given amount of work in a given time? Are we to introduce no other terms into our Political Economy? Shall we never learn that man is a God-given soul, which

has an infinite deep of Hope and Fear and Joy and Sorrow within it? Are these children upon whom such vital interests depend to be raised up in ignorance and to serve blindly their more fortunate and more intelligent fellow-citizens? There is but one alternative. Either they must be intelligent enough to know and appreciate their rights and interests as freemen, or they will sink down, down, and their masters will rise above them, and Liberty will take its flight and leave behind a nation of slaves.

To say that this will be the case under such circumstances is not idle talk. For confirmation read the history of mankind in every country and in every age down to this present day of October, eighteen hundred and sixty-two. But let us refer to the historic annals more at length to make this truth still more apparent.

There was a time in the history of the world when any one who was in favor of educating what are called the lower orders of society, was looked upon as a madman or a fool. Of course this was an age of unlimited ignorance and tyranny, for the two always go hand in hand. It was an age when rulers governed with a rod of iron, when these rulers claimed to be commissioned from the Most High to govern and their people commanded by him to obey. The priests who had charge of the religious education of people told them more zealously of the duties they owed to their superiors than the duties they owed to their God. The priests lent their whole influence to the support of despotism, and despotism filled the pockets of the priests with money in return. The nobles and ecclesiastics lived in splendid mansions, fared sumptuously every day, and were clothed in purple and fine linen. With the lower orders, however, it was not so well. True they were the vast majority, true it was owing to their industry and skill that their lordly masters were able to dwell in palaces and feast on the fat of the land, it was their sweat and their blood that granted to them their possessions, but what of that?—The cloud of ignorance was resting upon them, their hands were tied, their cries were stifled; they were blind Sampsons grinding in the mills of their oppressors.

It has not been, however, in Catholic countries and times alone, that the foul indignity of keeping the people in ignorance in order to enslave them has been committed. In Protestant England we may find perhaps the most ignorant nation in Europe. Sir William Hamilton gives the reason when he asks, "What could be expected from a parliament, which as it did not represent the general interest was naturally hostile to the general intelligence of the people?—What could be expected of a church, which dreaded in the diffusion of knowledge a reform of its own profitable abuses?"

But bring these remarks nearer home. Are there none amongst us who would inaugurate the same system of abuse if they had the power? None, whose darling idea it is to bring about the same state of things described by Sir William? Few if any are yet bold enough to proclaim such wishes publicly, but if we may judge of real sentiments by casual expressions, insinuations, and the like, we have men who bitterly oppose every scheme which proposes the intellectual advancement of the people. Among these are to be found those sages who have concluded republican government a failure, the declaration of independence a chimera, and, who are willing to borrow institutions and forms of government from the worn out and rickety despotisms of Europe, and impose them on a people long used to freedom.

To prevent such a state of things we must be constantly on our guard. Eternal vigilance is the price of liberty. It is in times like the present that power is usurped. The peculiar circumstances are plead in justification, and the people, always honest, yield their rights, thinking it all for the best, until they awake from their dream, find themselves duped, and that they no longer have any rights to surrender. This brings us back to our original proposition, which is our only safety, our only hope in the perpetuation of a republican government which shall be one in reality as well as one in name, is the education of the people. And this not yet for awhile in the venerable University, but in the substantial Common School where they may learn their rights as freemen and learn to serve their country and their fellow men.

But in the present crisis the importance of the Common Schools is particularly apparent, and the reasons why we should labor in their behalf likewise particularly cogent.

Speculators, politicians and all are eager in the race for the golden prizes, and the dazzle of military glory has fascinated the aspiring youths of the country. Under such circumstances the subject of education becomes tedious, and this is the reason why we should exert ourselves the more. Now is the time for us to wake up and bestir ourselves if there ever was such a time, for there are those who would take advantage of our troubles to crush out these schools to which they have ever been opposed. So also, certain new persons are springing up in these revolutionary times with indistinct notions of Aristocracy, with a wonderful admiration for English institutions which principles they are unable to harmonize with the popular idea of Free Schools. Add these to other circumstances which will readily occur to your minds and you will see, that with all the toil and

anxiety which has been expended in building up a system of public instruction, just as the fruit is beginning to ripen, we may see it snatched suddenly and ruthlessly away. Right here I would ask a significant question, and it is this. If a free government must be one where the people are intelligent, what must be the character of that statesman who would remove the means of public instruction?

Let us save our Common Schools at all hazards. The favorites of fortune may have no use for them, but they are an inestimable blessing to the poor.

No contingency can arise which would warrant impairing their usefulness. Cannot the State afford this mite to the indigent soldier who leaves the endearments of his home for the hardships and dangers of the camp? Must it forever be said that republics are ungrateful?

Many fathers have gone to the battle field who are unable to support their children at school. Their hearts have ached, and their blood has been poured out on many a plain; and their hearts shall continue to ache and their blood to flow, and shall these men be forgotten? Their helpless orphans stretch forth their little hands to us in mute appeals. Are we to pass them by in cruel, cold neglect? None but he whose heart is as cold as a serpent, whose soul is so steeped in ambition or avarice as to be insensible to the wildest cry of wee, would reply in the affirmative. These men have a right to demand from the State that their sons and daughters shall not grow up in ignorance and vice. I say demand, for it is no charity.

Some of these enemies of the Free Schools are so implacable in their hatred that under the pretext of patriotism they even ascribe to the educational facilities of the North the destruction of the Union. Education is to bear the odium. Their system of public instruction is said to be fraught with danger to society, to be the fruitful mother of all the isms which they call the disgrace of the age. Now if this be true what is the inevitable result? Simply this: that darkness is better than light, that our institutions can only exist where intelligence is shut out, and where the people are blinded to their defects through ignorance. A horrible dilemma. Who is prepared to accept it?

These opponents of human progress have a wholesome dread of reform, of improvement, especially of "isms." But they forget that Protestantism is an ism and the source of many other isms, and of civil and religious liberty into the bargain. These bigots merely repeat the old dogma of Rome. They would burn every book which was not cut to fit their narrow brain, would draw and quarter the

writer or the speaker who advocated what they thought against the peace and safety of the State, and as popular education is the main lever in removing the prejudices on which they fatten, they make this their special target. Such men may be set down as those who love darkness rather than light because their deeds are evil.

There is another class of opponents for whom we may well express a profound sympathy. I refer to the peaceful dreamers of the good old times, those sleeping stories of the Arabian legend. The electric flash nor the engine's hiss shall break their deep repose. The whirlwind of events bearing down creeds and systems, scattering ancient principles and making way for that which is to come; the rush, the roar and the confusion in the grand onward march of humanity pass them by alike unheeded. They have no ear to hear the great cry for change which comes up from the thinking men in all quarters of the world. They have no eye to see the everlasting struggle which is going on between the Old and the New. French revolutions, revolutions of '48, revolutions in literature and art, revolutions in Philosophy, in Ethics, in Religion, revolutions in manners and social life disturb them not. Venerable sleepers! let them continue their dreams; harmless fossils, peace to their slumbers, for they shall not always last.

We have now seen something of the importance of the Common Schools. We have seen some of the blessings we may expect to reap from them, and that their object is to elevate the masses of the people, make them the real as they are the nominal rulers of the country, bestow an intellectual culture which will smooth and adorn our social intercourse with our fellow citizens, which will increase every charm of life in making all wiser, better and happier men and women.

Let us turn for a moment, (and it shall be but a moment,) to the second point in the discussion, and see what is the obligation of the State to accomplish this result by sustaining our system of Common Schools.

We can see this obligation the more clearly if we consider what the object and aim of government is.

Without going into the origin of government, or trying to find out how men happened to come together into organized communities, this much, at least, is certain; that government is designed for the happiness of the citizens, and that government is the best which promotes this happiness in the greatest degree.

This happiness is not the well-being of the few, but of the many, of the great majority, of the masses, as they are sometimes contemptuously called the great herd.

Louis the fourteenth said he was the state, by which he meant that his own personal glory and aggrandisement was the measure of the public good, a theory which after years disproved. The English crown, house of lords and commons are disposed to think that the good of England depends upon that party which each respectively represents. In these cases the immunities of wealth and nobility are held to be coincident with the people's prosperity, and the natural rights of the toiling millions, those sacred possessions which Divinity has guaranteed to man are disregarded.

Our forefathers, therefore, seeing the oppression which bore upon the people under imperial or aristocratic rule, wisely accepted a republican form of government as the one best calculated to insure the happiness of the masses. They took the ground in opposition to the European theory, that government is for the benefit of the governed and not for the glory of those who rule. Man was declared to be endowed with certain inalienable rights. Mark well the phraseology and you will perceive that only a few of these rights are enumerated, while others are admitted to exist which some of us may hope to live long enough to see comprised within the catalogue. This doctrine which our ancestors promulgated was a novel one in politics. It was taught and illustrated by Washington and his illustrious peers. We have been trying the experiment since, and although the Federal Union has been destroyed, free government is not a failure; we still recognize the right of the people to rule, still hold, if anything dearer than ever, the principles of the declaration of seventy-six.

We see then, that a republican government like ours, founded upon the will of the people, demands intelligence from the people, while a kingly or otherwise arbitrary government does not, because the people have no share in the administration of the public affairs.

Now if the government make this demand of intelligence, if it presuppose this qualification in the people, surely, surely, the government must educate its citizens.

Again, to make it still plainer, if possible. We often speak of the State on the one hand and the people on the other. This gives rise to misapprehension in some minds. The people themselves are the State—not Louis XIV. They constitute the government, and instead of saying the State owes the people education, we should rather say the people owe it to themselves. Then why not reach forth our hands and pluck this precious fruit. It can be had for the taking if we will only wake up and bestir ourselves.

It has been necessary to be very brief in discussing the obligation

of the State to sustain the Common Schools. The ideas advanced, though neither original in their conception or in their relations, will, however, supply ample material for reflection. The thinking mind will not so easily dismiss them with the light judgement of a visionary. It will not see represented in them some drowsy lubberland, a paradise for fools and sluggards.

True our ideal of the State can never be realized. The limitations of man's nature permit perfection in nothing human. But we do insist upon it, that this ideal should be admitted as a goal to the attainment of which all our energies should be directed. We want the fact universally established that the existing state of things is not the best possible, but that it may be reformed. We are sick of hearing the argument which says in substance, "You can't make it perfect, therefore let it alone." Will Science ever round itself into a Unity? Take Astronomy for example; yes, it will be, when human vision can penetrate to the confines of illimitable space, when the finite mind can comprehend the machinery of an infinite Universe—not before. Yet Science does not despair, but writes *Excelsior* on her banners and presses forward. Will the church among men ever be perfectly pure and holy? Alas! the conditions of finite existence environ us here also. Yet the christian does not cease to struggle and to pray to be conformed more and more unto the image of his Master.

No man can ever hope for perfection in the State, for the same reasons. Still the true patriot keeps his ideal steadily before his mind and cherishes it as the apple of his eye. He looks into the future until he beholds the time, when

"The war drums throb no longer and the battle flags are furled
In the parliament of man, the federation of the world."

And he tries to realize his vision of the perfect state, as science strives to complete itself, as the christian strives to be perfectly holy.

To assist in developing these ideas, and to impress them on the minds of our youths, is an object worthy of our Association. To supply the means for their promulgation is a duty which the State owes to herself, that the State performs her duty it is the business of the people to inquire.

We have thus seen that every consideration of public peace, prosperity and happiness, every interest of the individual and of society, all the duties which we owe to ourselves and to posterity, all our hopes in the perpetuation of our civil and religious liberty, unite in demanding that our system of public instruction should go on and win further laurels in its field of bloodless conquest.

Gentlemen of the Association : I should think both your time and my own misspent, if we have merely come together to pass an idle hour. But I trust that this has not been the case. I know that our cause has its enemies, enemies who would betray it like Judas with a kiss, but there is much to encourage us. We are engaged in carrying out that great law of human nature which is realizing itself every day. It is the law of the improvement and progress of the race. It has obtained slowly though securely amongst men. The weakness of the finite capacity has hindered in part, and many have been the contrivances of artful men to keep it out. Not only Popes and Emperors, Kings and Cardinals, lords temporal and lords spiritual, have united on a common platform to oppose all the barriers which are possible to prevent its further recognition, but all who have not submitted to the teachings of the Gentle Spirit, all, who in the pride of their wealth, their influence and their position, have driven Him nearly away, and said not Thy will but mine be done, have leagued together to defeat this law of the Eternal, and sometimes we are tempted to despair and yield to them the victory. But we will struggle on, for the cause will finally succeed,

This battle for the Common Schools is a continuation of the same conflict which has been waged from of old between humanity and despotism. On the one side are Youth, Hope and Religion ; on the other are position, influence and material power. The champion of the one steps into the arena an unmailed warrior with the sword of Truth and Justice ; the champion of the other is locked in triple plates of steel, and entrenched behind the customs and the creeds of centuries. The war cry of the one is "God and my right," the war cry of the other is "Many are our chariots and swift are our horsemen."

This is the battle in which we are called to share our humble part. It is the conflict of the law of God against the conventionalities of men. It is the same law which actuated him who lived and wrought eighteen hundred years ago. A characteristic feature of his mission was, that the poor had the Gospel preached to them. He came not to the rich and to the high-mined, but to those who were poor and of low estate. Let us endeavor to imitate his example. He gave sight to the blind, let us give intelligence to the ignorant. He was a carpenters son. He had no seat at the high places, neither did he desire it. His dwelling was no splendid mansion, but the humble cottage, the wilderness or the mountain top. His associates were not the great and the mighty ones of earth, but poor fishermen. Then may not we be content to labor on in obscurity and away from

the roaring, restless crowd of ambition? The place of our usefulness may be an humble school-house, and our names may not be heralded in the mouth of fame, but some one who may have profited by our instructions and been made a wiser and a better man or woman thereby, may drop a heart-felt tribute to our memory, which is worth more than all the shoutings of the vulgar crowd and more to be valued than the glory which crowns the brow of him whose laurels are dabbled in human blood. Let it be our consolation to think that after we shall have mingled with the dust, it shall be said of us that we were among the number of those who labored in the cause of mankind; in that cause which conquers not by the sword nor marches to greatness through the tears of widows and of orphans, whose path may be tracked not by fire and desolation, but which is peaceable and gentle, easy to be entreated, which marks its way by intelligence and contentment, and which is doing its part to bring about more perfectly "Glory to God in the highest, on earth, peace and good will to men."

SCHOOL BOOKS:

MR EDITOR: A communication appeared in your columns a week or two ago, asking for information in regard to School books. A brief statement of what has been done in the State, will probably be of service to teachers and subserve the general interests of education.

Soon after the war commenced, a convention of teachers representing the leading schools in the State was held at Raleigh to take into consideration the means of furnishing, text books for our schools.

After a full consideration of the subject it was determined to encourage the production of books by our own teachers and to discourage the importation or republication of any foreign text book, whenever a suitable book could be produced at home. Several of the teachers in the State at once took up the task, and commenced publication as soon as the materials could be obtained. The work has been a slow and harassing one from the delays and accidents which have occurred. The following works have been prepared and published:

Our Own series, consisting of a Primer, three editions; Speller, three editions, First Second and Third Readers, by Richard Sterling and J. D. Campbell; Primary Grammar for Common Schools, and High School Grammar (second edition of School Grammar) by C. W. Smythe; and a Latin Grammar by Wm. Bingham.

These are all published by Sterling, Campbell, and Albright, of

Greensboro', N.C.—S. C. and A., have also in press, Our Own School Arithmetic, by Samuel Lander, and A First Latin Book, by C. W. Smythe. They have in preparation an elementary Arithmetic, combining mental and written exercises by Mr. Lauder, and a Primary Geography. Other books are also, I believe in progress, including a Logic and Latin Reader, a Cæsar and an Algebra.

Branson, Farrar & Co., Raleigh, have also published several original works, a Primer, English Composition and a Geographical Reader.—From what has been done it is evident that if our people will sustain these enterprizes and frown down all attempts at importation and re-publication, the necessary books for our schools can be produced at home.

The State Educational Association has thrown around the enterprise all its influence, and resolved repeatedly to discountenance and disown all teachers who resort to any other source when suitable books can be furnished them, written, printed, and published at home.

The external appearance of such books must at present be poor and the cost high, but the real friends of education will not complain, knowing, as they do, that those things can be made better hereafter. Let all strive together that our educational independence may go hand in hand with our political struggle for freedom. D.

N. C. Presbyterian

THE RISING GENERATION.

The *Mississippian* closes a timely article on the educational interests of the country, as follows :

We must give more time and attention to training the youthful mind. Seek teachers of qualification—those who understand the organization of the human mind, and the means by which its powers may be most rapidly developed, regardless of *what they will charge*—teachers that will have the moral courage to assign *very short lessons* to pupils—that will insist that these lessons be accurately learned, and recited at a brisk pace without the least halting or hesitation—that will practice a profuse questioning and cross-questioning, leading the scholar near enough the inference they wish them to draw to enable them to take the final steps themselves. Let them be applauded when they succeed and encouraged when they fail; but never for a moment, let the pupil lose his interest or alacrity. The lesson being short, the strain on their faculties will be short also, but recurring so often will gradually build up the most valuable habits

a man can possess, who wishes to go into the world wide awake, with all his wits about him.

We throw out these hints upon the mode of schooling for the benefit of those who may wish to teach their own household gods; and we have no doubt that when school days are over, a pupil so trained will not only have better health and better mental habits, but a greater fund of available knowledge than if he was compelled to plod through long hours of spiritless study at the expense of health and cheerfulness. We cannot too strongly impress on the minds of fathers, mothers and guardians, the necessity of improving the educational condition of the country. Its indispensableness and pressing need must be apparent to every one, as well as the social and public state of our country, in case we fail to perform this sacred duty.

DON'T GIVE UP.

“I can't do it, Father. Indeed I can't.”

“Never say can't, my son; it isn't a good word.”

“But I can't, father. And if I can't, I can't. I've tried, and tried, and the answer won't come out right.”

“Suppose you try again, Edward,” said the father to the discouraged boy.

“There's no use in it,” replied the lad.

“What if you go to school to-morrow without the correct answer to the sum?”

“I'll be put down in my class,” returned Edward.

His father shook his head, and his countenance assumed a grave aspect. There was a silence of a few moments, and then Edward said, confidently, “I'll will try, and I know it will come out right the next time.”

And so it did. One more earnest trial and his work was done.—Far happier was he after this successful effort than he could have been, if, yielding to a feeling of discouragement, he had left his task unaccomplished..

And so all will find it. Difficulties are permitted to stand in our way that we may overcome them; and only in overcoming them can we expect success and happiness. The mind, like the body, gains strength and maturity by vigorous exercise. It must feel and brave like the oak, the rushing storm, as well as bask amid gentle breezes in the warm sunshine.

MENTAL ARITHMETIC

BY S. P. B.

In many of our Common Schools, Mental Arithmetic is a branch that is sadly neglected. In many schools the opinion prevails that this study, being bound up in a small book, is only adapted to small scholars. But if all those thus thinking could hear the answers given to Superintendents in their examinations upon this branch, or could realize the ordeal to which they may some day be subjected, they would not long be of this faith.

What is Mental Arithmetic, and what does its study subserve? It proposes to the pupil a question, which he must receive into his mind, and must hold it firmly there, till, from its conditions, he has constructed a solution, and is able to draw therefrom a correct conclusion. It will at once be perceived that this is precisely the discipline which the mind needs. To fix the mind intently upon a thing, carry through a mental process, and arrive at a conclusion—to attain this mental discipline, is the purpose for which we go to school.

The strengthening of the mental faculties, for giving acuteness of thought and accuracy in reasoning, for aiding in clearness of perception and rapidity of action, and indeed for quickening and energizing the whole mind, I know of no study that can be pursued in our Common Schools equal to mental Arithmetic. There are three parts which the pupil should be taught to observe in answer to a question in this branch.

In the first place, the pupil should be required to repeat the question as proposed. This enables the teacher to know whether the pupil has in his mind the same question that he has in his, and hence the pupil is prevented from commencing the solution of a question different from that proposed. Besides the habit of being able accurately to repeat what another has said, is a good one to cultivate.—If we wish to refute an argument, we must be able to recall, and accurately state it as our opponent proposed it. If we are unable to do this, we are confused, and are liable to be defeated in our purpose.

The second thing in treating a question consists in making a correct solution. The pupil should be untiring in his search for the shortest, but at the same time, the plainest and most conclusive formula. When we have such a formula for a particular question, then we have the key to every question that belongs to that class, and it should be rigidly observed. The pupil should also be careful to use

orrect forms of expression, and to see how neat and finished he can make every sentence that he uses. A blundering, awkward style of recitation should never be allowed. It does violence to the very spirit of mathematics.

The final consideration is the drawing from the conditions of the question and the solution given, a correct conclusion. This step gives a completeness to our work, and is necessary to the full development of the argument. It is a summing up of the reasoning, and a clear and compact statement of the case. He who fully appreciates the force and bearing of each step in the solution, can draw his conclusion without any inconvenience; and hence requires of the indolent and backward, a better understanding of the question. The greater the accuracy and completeness of the answer required, the greater the discipline and advantage to be derived from the study.

We remark in conclusion, that it may not be advisable to insist rigidly upon having each of these three parts of the process observed in every case, especially with very small scholars beginning the study. But as soon as they can be taught to give the several steps, as proposed, without being too much encumbered and perplexed with the machinery, it should be insisted on. The full form should be the rule, the partial form the exception.

The pupil should not be allowed to think the question through, after repeating it, and give the answer before giving the solution; but he should be required to commence at once upon the solution, and thus legitimately arrive at the answer.

It is hoped that parents will be brought to see the advantages to be derived from pursuing this study, and provide books and insist upon their pupils attending to it. Teachers should show that enthusiasm in conducting the exercises in this branch, whether oral or from the book, which shall win the esteem and interest of the pupil, and thus signally subserve, in the primary stages of the work, the great end of an education.

NOVEL GEOGRAPHICAL TUTOR.

Mr. Porter, of Cumberland, has recently converted a level and verdant plain on his estate into a map of the world of great and singular interest. The spot is about 360 yards in length from east to west, and 180 in breadth from north to south. It is inclosed in a wall of dwarf dimensions. Thirty-six marks are made on it, east and west, and eighteen on the north and south, fixing the degrees of

longitude and latitude at ten degrees, or 600 miles asunder. Four pieces of oak timber are laid down, 30 feet long and eight square, with poles at the distance of three inches, or five mile from one another, thus making 36 inches a degree, and comprising in ten of them a distance of 600 miles. The scales afford an opportunity, by cross leg lines, of determining particular towns and cities in the same manner as we operate with scale and compasses on paper. The continents and islands are made in turf, the sea is gravel, and the boundary is a border of box. At particular places on this novel ocean of gravel, posts are set up indicating trade winds, currents, &c

—*North British Daily Mail.*

FILTH AND HEALTH.

Facts make no man wise. To be profited by them, we must not only see to it that they are whole facts, but we must have intelligence enough to be able to make a good use of them. At what an immense remove must they be from wisdom, who have neither facts nor common sense!

Some New Orleans savan or sapient, contended over his own signature, a very few years ago, that the prevalence of the epidemic was not fairly attributable to the then existing filthy condition of the streets; that if any thing, the more filthy parts of the city were the most lightly stricken.

Many otherwise sensible persons in passing along a street or public road, and seeing ruddy looking children clad in rags and begrimed with dirt, have jumped at the conclusion that playing in the dirt was a means of health. It might just as well be argued that it is healthy to drink gin three times a day, because we find men at the age of four or five score, who from youth had kept up the habit, and lived in spite of it.

According to the most reliable accounts, more of the inhabitants of the Faroe Islands die between eighty and ninety years of age, than during any other decade of existence; and yet, travellers tell us, that around nearly every house, is a black fetid sewer; the houses themselves being small and stifling, while the adjacent rill is defiled with the washing of clothes and the evisterations of fish. In all these cases, it would seem to be the ejaculation of common sense, how much longer these persons might have lived in the observance of better habits of life. It would be about as wise as to contend that the extravagance of a spendthrift heir was a means of enriching, be-

cause he died rich in spite of his extravagance. The tendency to argue in this manner has, in many directions, retarded the advance of wiser and better habits of life. Men may live long in spite of some pernicious habit, but without it, they would have lived longer. Incorrect reasonings in this regard have often ruined health and shortened life; and will, in multitudes of instances, do it again.

The inhabitants of Iceland, and the distant Faroe Islands, lived long in the midst of the described filth, in part because the cold is so great there, that such filth was never heated to a degree which would make it unhealthful but for a very few days in the year; and this was at a season when they went on their annual fishing and hunting excursions, and consequently avoided exposure to hurtful exhalations, besides, hard necessity kept them from the excesses of civilized life.

HOW VICTORIA TRAINS HER CHILDREN.

A primary regard is paid to moral and religious duties. They rise early, breakfast at eight, and dine at two. Their various occupations are allotted out with almost military exactness. One hour finds them engaged in the study of the ancient,—another, of the modern authors, their acquaintanceship with the languages being first founded on a thorough knowledge of their grammatical construction, and afterward familiarized and perfected by conversation. Next they are trained in those military exercises which give dignity and bearing. Another hour is agreeably filled up with the lighter accomplishments of music and dancing. Again the happy party assemble in the riding school, where they may be seen deeply interested in the various evolutions of the *menage*. Thence, while drawing and the further exercise of music and the lighter accomplishments call off the attention of their sisters, the young princesses proceed to busily engage themselves in a carpenter's shop, fitted up expressly for them at the wish of the royal consort, with a turning lathe and other tools essential to a thorough knowledge of the craft. They thus become not only theoretically, but practically, acquainted with the useful arts of life. A small laboratory is occasionally brought into requisition at the instance also of their royal father, and the minds of the children are thus led from a contemplation of the curiosities of chemical science and the wonders of nature, to an inquiry into their causes. This done, the young carpenters and students throw down their saws and axes, unbuckle their philosophy, and

shoulder their miniature percussion guns, which they handle with the dexterity of practised sportsmen, through the royal gardens.—The evening meal, the preparation for the morning lessons and brief religious instruction, close the day.—*Selected.*

TEACHING OF THE EYE.

The great majority of mankind do not and cannot see one fraction of what they might see. “None are so blind as those that will not see,” is as true of physical as moral vision. By neglect and carelessness we have made ourselves unable to discern hundreds of things which are before us to be seen. A powerful modern writer has summed this up in one pregnant sentence: “The eye sees what it brings the power to see.” How true is this! The sailor on the look out can see a ship where the landsman can see nothing; the Esquimaux can distinguish a white fox amidst the white snow; the American backwoodsman will fire a rifle ball so as to strike a nut out of the mouth of a squirrel without hurting it; the red Indian boys hold their hands up as marks to each other, certain that the unerring arrow will be shot between the spreadout fingers; the astronomer can see a star in the sky, when to others the blue expanse is unbroken; the shepherd can distinguish the face of every sheep in his flock; the mosaic worker can detect distinctions of color where others see none; and multitudes of additional examples might be given of what education does for the eye.

THE MOST POWERFUL PFNS.

It was a foolish wish of the poet’s: “Oh, for a pen plucked from a seraph’s wing!” What good could that do him? Had he asked for the lean of the seraph’s living hand, there would have been wisdom in the request. If the seraphic power be in the poet, the smallest humming-bird’s quill will serve to give it expression; and if that power be wanting, he will write as a weakling even with a seraph’s pen-feather. A man’s hand is his pen, and, as necessity demands, he supplements its short-comings, now by one weapon or tool, now by another. A sword is sometimes the best pen; sometimes an axe; sometimes a chisel; sometimes a needle; a bit of copper; an iron wire; a piece of loadstone; a lump of chalk; a metal punch; a burnt stick; a split reed or feather; a bundle of bristles; a drop of chem-

ical liquid; a ray of light; a ray of darkness. In so far, then, as these and all other pens but supplement the hand, which is the true pen, I place it side by side with the eye, the true paper.

On each of these, and all other supplementary pens, I would willingly linger. Volumes might be written on them. The *Burnt Stick*, the pen of common humanity, of which the pencil and the writing-pen are simple modifications! The *Brush*, the fine-art pen, equivalent to the burnt stick, changed from the rigid immobility which was all that prosaic reality needed, into the pliant hair-tassel, obedient to every motion of the idealist's hand! The *Chisel*, the architect's and sculptor's lithographic pen, with which cathedrals and Sebastopolis are written in granite, and gods and men in marble! The *Printer's Type*, the pen of civilization, with which nation speaks to nation, and in these latter days, God speaks to all men! The *Electric Telegraph*, the world's shorthand pen, which strings together the cities of the globe like beads upon its wire, and makes it the same time of day with them all! The *Actinic Ray*, nature's photographic pen, with which the stars write to each other, the newest, and, in some respects, most wonderful of pens which man has acquired!—*Macmillan's Magazine*.

LETTER FROM PRESIDENT DAVIS.

EXECUTIVE OFFICE, RICHMOND, VA.,
April 22nd, 1863.

Messrs. C. H. Wiley, J. D. Campbell & W. J. Palmer:

GENTLEMEN:—I have the honor to acknowledge your invitation to attend a meeting to be held in Columbia, S. C., to deliberate upon the best method of supplying text books for schools and colleges, and promoting the progress of education in the Confederate States. The object commands my fullest sympathy, and has, for many years, attracted my earnest consideration.

It would be difficult to overestimate the influence of primary books in the promotion of character and the development of mind. Our form of Government is only adapted to a virtuous and intelligent people, and there can be no more imperative duty of the generation which is passing away, than that of providing for the moral, intellectual and religious culture of those who are to succeed them. As a general proposition, it may, I think, be safely asserted, that all true greatness rests upon virtue, and that religion is, in a people, the source and support of virtue. The first impressions on the youthful

mind are to its subsequent current of thought, what the springs are to the river they form; and I rejoice to know that the task of preserving these educational springs in purity, has been devolved on men so well qualified to secure the desired result. I have only to regret my inability to meet you, because it deprives me of the pleasure your Association would have given.

With my best wishes, I am, very respectfully,

Your fellow citizen,

JEFFERSON DAVIS.

Resident Editor's Department.

AWARD OF PREMIUMS.—We publish below the award made by the Executive Committee of the State Association, in regard to the essays presented for premiums.

We are sorry that the number sent in was smaller than usual, and that there was no essay written on one of the subjects proposed.

These essays will be published in subsequent numbers of the Journal.

Report on Premiums.

The following is the Report of the Committee on Premiums, made at the last meeting of the State Educational Association, held in Lexington, in August 1863.

The publication of the report and of the award has been delayed by an accident connected with the transmission of the essays from one to another of the members of the Committee.

Report.

The Committee on Premiums report, that they have received five essays, *to-wit*: three on School Government, one on The necessity of popular Education to the prosperity and perpetuity of a Republic—and one on A higher standard of education for Common School teachers.

The Committee have awarded the premium for the best essay on School Government to Abner W. Owen, of Rowan Co., but they deem it proper to say that the other essays, on the subject named, are equal, if not superior to it in style and grammatical arrangement. Miss Delilah Fleming, of Granville Co., is the author of the essay on the second subject named above, and W.W. Thom

asson is the author of that on the third subject—and to each a premium is awarded.

C. H. WILEY,
J. D. CAMPBELL,
W. J. PALMER. } Committee.

The above awards will be paid, at any time, on application to Rev. C. H. Wiley, Greensboro, N. C.

One Hundred Dollars in Premiums!

The Executive Committee of the State Educational Association are directed to offer a Premium of TWENTY-FIVE DOLLARS for the best Essay, written by a teacher of Common Schools, on each of the following subjects:

- I. On the proper construction and furnishing of Common School Houses.
- II. On the importance of County Associations of teachers.
- III. On the obligation of teachers to use efforts to enlighten the community in regard to its interests and duties, on the subject of Education.
- IV. On the relative obligations of teachers and parents toward each other.

The Essays to be carefully written and sent, by mail, with the name of the writer and a certificate, from the Chairman of Common Schools of his county, that he is a licensed teacher, enclosed in a sealed envelope, to Rev. C. H. WILEY, *Greensboro, N. C.* before the first day of April, 1864.

September, 1863.

EXECUTIVE COMMITTEE.

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